DOCUMENT RESUME

ED 172 835 JC 790 175

TITLE	Product Outcome Objectives: Model Grant to Serve Educationally Disadvantaged Adults.
INSTITUTION	Chemeketa Community Coll., Salem, Oreg.; Linn-Benton Community Coll., Albany, Oreg.; Portland Community Coll., Oreg.
SPONS AGENCY	Oregon State Dept. of Education, Salem.
PUB DATE	78
NOTE	356p.; Objective 7, to assist students in identifying a realistic educational goal, has been deleted due to irreproducibility
EDRS PRICE	MF01/PC15 Plus Postage.
DESCRIPTORS	Community Colleges; *Compensatory Education Programs; Curriculum Evaluation; *Educationally Disadvantaged; *Evaluation Criteria; Individualized Instruction; *Junior Colleges; Models; Remedial Instruction; Remedial Programs; School Holding Power; Spelling Instruction; Student Evaluation; Student Recruitment; Student Testing; Vocabulary Skills

ABSTRACT

Three Oregon community colleges collaborated to develop a model program to meet the learning needs of educationally disadvantaged students. The model consists of several Outcome Objectives, or goals for the program. The discussion of each objective includes background information relevant to the specific goal and a description of the methods used to achieve the goal. The objectives for the model are: (1) to identify basic skill levels in reading, writing, and mathematics required for entrance into and successful completion of various programs; (2) to evaluate the effectiveness of existing materials and techniques used with the educationally disadvantaged; (3) to describe a testing, counseling, and advisory service that will identify disadvantaged learners; (4) to identify and recommend methods of recruiting and retaining educationally disadvantaged students; (5) to develop individualized learning programs, specifically in spelling and vocabulary skills; (6) to identify and evaluate curriculum materials and instructional aids; and (7) to develop on-going assessment criteria to monitor students' progress. A substantial portion of the model consists of actual survey instruments, evaluation tools, tests and placement materials, curriculum guides, and bibliographic references. (DR)

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FEB 27 1979

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Product Outcome Objectives

MODEL GRANT TO SERVE EDUCATIONALLY DISADVANTAGED ADULTS

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JC790 175

Portland Community College
Chemeketa Community College
Linn-Benton Community College

OBJECTIVE 1

To identify the basic skill levels in reading, writing, and mathematics necessary for entrance into the various college programs by drawing upon other existing resources.

Carol Atchley
Chemeketa Community College

Russ Gregory
Linn Benton Community College

ABSTRACT

Both students and instructors are often frustrated in a class situation when the student does not have the necessary basic skills to adequately attempt the course. The instructors find they must spend valuable time teaching basic skills, or they do not teach these skills and subsequently some students must fail the course. Often these failing students are our target disadvantaged students.

We have made the assumption that few (if any) students would knowingly enroll in a class they were glaringly unprepared for. But how does the student know exactly what skills are required for Auto Tech. or Food Service, for example?

We have made the further assumption that most students will have a fairly accurate picture of their academic skills from comprehensive diagnostic testing done prior to registration.

In the work done on this objective, a form has been developed that makes it possible to gather base-line information on any class related to the class expectations and basic skills required.

Every attempt has been made to put the questions to the instructor in such a way as to get quantitative, exact information. The possible responses have been presented with options that can easily be transferred as numerical quantities to keypunched form, and the entire instrument (and subsequent print out) could be handled by computer.

Our instrument is a short survey which can be applied to an entry level course in any curriculum. It is broken down into four categories:

1. General course requirements
2. Math concepts
3. Reading ability
4. Writing skills

This instrument breaks each of these four areas into often-used conceptual units.

When this information is sorted, condensed and presented to the student (perhaps in newsprint form) prior to enrollment, there would be fewer misplaced students and a lower attrition rate.

This information, updated each term, should also be made available to advisors, counselors, and funding agency representatives for more accurate placement of students

BACKGROUND

Instructors and students often are frustrated in a classroom situation where the students are not academically prepared with adequate basic skills.

The Problem For the Instructor:

This situation poses the obvious problem for the instructors who assume they can begin that first unit of conceptual material, only to find that some of their students may be unable to read the text, unable to write an acceptable response, and unable to do the mathematical computations required. These instructors have two choices. They may re-teach the basics needed (which greatly reduces the amount of time left for conceptual material). They may ignore those inadequacies and go ahead with the course outline as planned, and subsequently lose students who are in "over their heads."

The Problem For The Student:

This situation poses a similar more devastating problem for students. Students lacking basic skills may enroll in a class often necessary for a degree, and find themselves unable to cope with the academic requirements. They are not equipped with the basic skills necessary to complete that course. Students, too, have several choices. They might drop the course and enroll in the needed developmental course. Often, however, this choice is not made until too far into the term to do the developmental course justice and too late to drop the program course in which they are enrolled. Or they can plunge on through the course accepting a low grade, and continue to the next course barely prepared. This downhill spiral delays their exit from the program, but the exit is just about as certain.

Analysis Of Basic Problem:

We have made the assumption that students would not want to knowingly enroll in a class they are glaringly unprepared for. The problem, it seems, is to know exactly what each class requires and compare that with what the student is able to do.

DESCRIPTION OF SURVEY INSTRUMENT

Our instrument has been divided into four sections: A general course survey, reading skills survey, writing skills survey, and math skills survey.

We attempted to design the survey in such a way so that the responses could be tallied by computer. With a pre-coded system of course names and instructors names, most of the survey information could be computer coded. Blanks have been provided for write-in comments if the instructor feels the categories offered are not specific enough or need further explanation.

In the three content areas of our survey (Reading, Writing and Math), we have given the instructor identical response columns in an attempt to make the information gleaned as standardized as possible.

The first section of our instrument, the general course survey, endeavors to give the student a clear picture of exactly the workload that is required in this specific class. It examines the class format, type and number of assignments, and type and number of tests. It also attempts to breakdown the areas emphasized in determining the student's final grade.

The second section of the instrument, the reading skills survey, is broken into three areas: Vocab., Comp., and Rate. Basic skills are listed under each category. The instructor indicates which are fundamental to success in the course. This list is not meant to cover all of the applicable skills; it has been condensed to be more easily understood by students as well as instructors.

The third section of the instrument, the writing skills survey, lists writing skills commonly required in college level work. Again, the instructor indicates which of the listed skills are essential to success in that particular course.

The math skills survey, the final section, contains an arbitrary hierarchy of math skills. Instructors respond to this survey by indicating which skills must be mastered to expect success in that course.

COURSE SURVEY

SAMPLE QUESTIONNAIRE

SAMPLE PRINT OUT

TO THE INSTRUCTOR

As instructors you may often find yourself faced with the problem of academically unprepared students in your classes. With this survey we are making the assumption that if good understanding of exactly what was expected in a class were known, the student would not knowingly enroll in a class he was glaringly unprepared for. It is assumed that students have an innate will to survive and succeed.

The problem is that a true picture of required basic skills and the overall class expectations is not readily available to the student.

This survey, when carefully and thoughtfully responded to, will supply that type of information in a concise, simplified, and condensed form. A hypothetical print out of this material is supplied on the back page of this packet.

The reading level of your text (or any other material you will be using in your class), can be determined by computer if you will make a copy of that text available to either:

Center for Student Development
Building #3
Carol Atchley
Chemeketa Community College

Or

Developmental Center
Russ Gregory
Linn Benton Community College

You will need to leave your text there for one day while photocopies are made of a sampling of the pages.

Please give this survey your best shot--everyone will benefit.

P.S. This information will be printed as it reads unless otherwise noted.

GENERAL COURSE SURVEY

1. Course Title: ______________________________
2. Course Number: ______________________________ ______________________ ______________________
3. Instructor: ______________________________ __________ __________ (Leave Blank)
4. Office and Building: ______________________________
5. Required Text(s): ______________________________
6. Reading Level(s) of Text(s) (If unknown leave blank): ________ ________
7. Brief statement of course content: ______________________________

____

____

CLASS FORMAT

List the approximate percentages of total class time for the entire quarter.

8. Lecture: ______________
9. Discussion: ______________
10. Lab: ______________
11. Other (explain): ______________

TOTAL 100%

ASSIGNMENTS

12. How many in-class weekly projects, problems, or assignments are planned? ________
13. Estimate, in hours, the average amount of time spent on each activity listed in #1 above. ________
14. How many hours, on the average, are spent doing homework each week? ________
15. How many pages of reading, on the average, are required per week? ________
16. For the entire term how many book reports or abstracts are required? ________
17. For the entire term how many speeches must a student give? ________
18. Is a major (formal) term or research paper required? ____Yes ____No

EVALUATION

19. Approximately how many quizzes are planned per term? ____________

20. Approximately how many hands-on demonstrations per term? ____________

21. How many major tests are planned? ____________

22. What percentage of the total quiz or test questions that you write for the entire quarter are:

23. Objective (true-false, multiple choice): ____________

24. Essay: ____________

25. Hands-on demonstrations: ____________

26. Approximately what percentages of a student's final grade are determined by the following:

27. Attendance: ____________

28. Class participation (oral): ____________

29. Quizzes: ____________

30. Tests: ____________

31. Lab Work: ____________

32. Hands-on demonstrations: ____________

33. Term projects: ____________

34. Other (specify): ____________________ ____________

TOTAL 100%

COURSE & NUMBER:____________________

INSTRUCTOR:____________________

BASIC READING SKILLS

How important is it that students have the following skills mastered BEFORE they enroll in this class?

	A STUDENT:			
An entry-level student must be able to:	NOT APPLICABLE	Is taught this indirectly in this course	Is taught this directly in this course	Should do this independently when entering this course
A. VOCABULARY				
1. Understand the meanings of new words when the author has provided clues within the selection (Context Clues).				
2. Use the dictionary to find the meanings of new words.				
3. Pronounce new words correctly.				
4. Understand how to use a glossary.				
B. COMPREHENSION				
1. Understand the main idea of sentences, paragraphs, and longer selections.				
2. Understand the effects of marks of punctuation.				
3. Follow written directions.				
4. Understand line drawings.				
5. Understand graphs.				
6. Understand tables.				
7. Understand photographs.				
C. RATE				
1. Skim quickly through a selection to get only a general idea.				
2. Scan quickly through a selection, such as an index to find important specific details.				
3. Select an appropriate reading speed based on the type of reading material.				

COURSE & NUMBER: ____________________

INSTRUCTOR: ____________________

BASIC READING SKILLS

	NOT APPLICABLE	A STUDENT: Is taught this indirectly in this course	A STUDENT: Is taught this directly in this course	A STUDENT: Should do this independently when entering this course
D. CRITICAL READING				
1. Recognize and understand propaganda techniques.				
2. Distinguish between fact and opinion.				
3. Determine the author's mood, tone, or point of view.				
4. Determine the author's purpose.				
5. Draw a conclusion about a reading selection.				

COURSE & NUMBER: ______________________

INSTRUCTOR: ______________________

BASIC WRITING SKILLS

How important is it that students have the following skills mastered BEFORE they enroll in this class?

		A STUDENT:		
An entry-level student must be able to:	NOT APPLICABLE	Is taught this indirectly in this course.	Is taught this directly in this course.	Should do this independently when entering this course.
1. Recognize in a sentence the Parts of Speech				
2. Recognize when a group of words is a SENTENCE or a FRAGMENT				
3. Recognize the topic sentence of a given, well-written paragraph				
4. Be able to write a logical, correctly punctuated PARAGRAPH				
5. Apply the rules of punctuation correctly in sentence				
6. Write the correct form of BUSINESS LETTERS				
7. Write ANECDOTAL REPORTS (Observational Reports)				
8. Write their own RESUME				
9. Write a Research (term) paper				
10. Write correct Footnotes and Bibliographies				
11. Write a DESCRIPTIVE PAPER paragraph				
12. Write a COMPARISON-CONTRAST PAPER paragraph				
13. Write an ARGUMENTATIVE (PRO-CON) PAPER				
14. Write a MEMO				
15. Write an objective CRITIQUE				
16. Write a book (abstract, article, chapter, etc.) REVIEW or SUMMARY				
17. Spell correctly.				

COURSE & NUMBER: ____________________

INSTRUCTOR: ____________________

BASIC WRITING SKILLS

	NOT APPLICABLE	A STUDENT: Is taught this indirectly in this course.	A STUDENT: Is taught this directly in this course.	A STUDENT: Should do this independently when entering this course.
18. Fill out forms correctly.				
19. Write instructions.				
20. Other--please explain				

COURSE & NUMBER____________________

INSTRUCTOR:____________________

BASIC MATH SKILLS

How important is it that students have the following skills mastered BEFORE they enroll in this class?

		A STUDENT:		
An entry-level student must be able to:	NOT APPLICABLE	Is taught this indirectly in this course.	Is taught this directly in this course.	Should do this independently when entering this course.
1. Work with whole numbers: (add, subtract, multiply, divide)				
2. Work with fractions: (1 1/3 + 2 4/9)(5 7/10 - 3 2/5)(7 1/3 X 1 2/13)(6 1/5 - 1 1/2)				
3. Work with decimals: (.003 + 4.1)(5.62 - .03)(8.32 X 4.25)(.14 - .07)				
4. Work with percentages: (What is 45% of1120)(78 is what % of 156?)(14 is 2% of what?)				
5. Work with interests: (5% of balance compounded semi-annually)				
6. Work with common English measurements and conversions: (1ft = 12in.)(1ft = 1728in)(1 hr. = 3600 sec.)				
7. Work with common Metric measurements and conversions: (1 km - 1000m)(1g - 1000mg)(1dl = 10cl.)				
8. Convert English to metric and vise versa: (4kg = ? oz.)(5 mi = ?mn)(3 lbs. = ? g)				
9. Use common geometry formulas: $(A = r^2)(V = 1/2bh)(A = 1/2bh)$				
10. Use algebraic principles: $(P + 3n = 2$ or $n = 2-P/3)$				
11. Use signed numbers: $(-5 + 6 = 1)(-5 \times 6 = -30)(-30 \div -6 = 5)$				
12. Read and Construct line, bar and table graphs:				
13. Use trigonometric formulas: (Sine, Cosine, Tangent)				
14. Use ratios and proportion: (5 ft = 75 lbs., 10 ft. = ?)(4 recipes call for 3 1/2 oz. salt, how much salt for 1 1/2 recipes?)				
15. Use exponents: $(r^2 + 3r^2 = 4r^2)(r^5 \times r^6 = r^{11})(r^2 = 5, r = \sqrt{5})$				
16. Use scientific notation: $(5{,}124 = 5.124 \times 10^3)$				
17. Other -- Please give examples				

HYPOTHETICAL CLASS PROFILE

COURSE: Food Service I COURSE NUMBER: 5446

INSTRUCTOR: Vic Tory OFFICE: Botulism Hall Rm C

REQUIRED TEXT: Food Preparation for Commercial Establishments

READING LEVEL OF TEXT: 13.5 Grade

GENERAL COURSE STATEMENT:

This course will introduce the student to fundamental aspects of food preparation; purchasing, storage, preparation, sanitation and preservation.

CLASS FORMAT:

Lecture: 60%
Lab: 35%
Other: 5% (field trips to warehouses)

ASSIGNMENTS:

Assignments Planned: 10
Term Paper? No
Amount of homework to expect per week: 2 Hours
Average pages of reading per week: 150 pages

EVALUATIONS/TESTS:

Quizzes planned: 10
Student demonstrations planned: 3
Major tests planned: 4
Largest percentage of questions are: Objective
Students final grade determined:
    Quizzes: 30%
    Tests: 50%
    Attendance: 5%
    Lab work: 15%

THE INSTRUCTOR HAS STRONGLY RECOMMENDED A GOOD UNDERSTANDING OF THE FOLLOWING BASIC SKILLS:

MATH
- Whole numbers
- Fractions
- Percentages
- Common English Measurements
- Common Metric Measurements
- English - Metric Conversion
- Ratio and Proportion

READING

- Using a glossary
- Understanding the main idea of a selection
- Following written directions
- Understanding tables
- Scanning to find important material
- Drawing conclusion

WRITING

- Write a paragraph
- Write a business letter
- Spell correctly
- Fill out forms correctly
- Use punctuation correctly

Ideas for Disseminating This Information:

Following this survey itself is a hypothetical class profile. The information gathered could be compiled in any number of ways, but whatever method is chosen, that information should then be distributed to as wide and varied a population as possible.

Most importantly it should be distributed to the students. Each term prior to registration, it should be visible in stacks or in newspaper distribution boxes. At best, it should be free. If there is a cost it should be minimal (5-10 cent range).

A copy should be readily available to each counselor and advisor, and any other person who might assist a student in filling out registration forms and helping students plan their academic term. For successful placement into classes, it is essential that everyone involved have a clear picture of class expectations.

A third population that should have access to this final printed form, should be the representatives of the various funding agencies present on your campus. For example: DVR, CETA, WIN, Veterans, etc.

The more people who have a clarified picture of class expectations and skills required, the better the overall placement will be and a lower cumulative attrition rate will result.

The Possible Use Of Computerized Readabilities:

At LBCC a computer program has been developed that determines the reading level of printed material. In the survey we are distributing, we are asking our instructors to make available a copy of the texts being used in their classes so that a readability can be run at a later date.

This program is housed at the LBCC campus in Albany and will be shown, on a demonstration basis, to interested personnel from other colleges. Readabilities can be run on outside material subject to the material's application to LBCC programs.

General Motors Corp. (Service Research Engineering Div.) developed a program five years ago that will determine the readability of printed material. The program is entitled STAR (Simple Test Approach for Readability) and is written in BASIC computer language. This program uses the Flesch reading index for determining the reading level and is available free of charge from General Motors. You may contact:

General Motors Corporation
Public Relations Dept.
P.R. 10
3044 West Grand Boulevard
Detroit, Michigan 48202

Attention: Cheryl Diedricks
1-312-337-4601

OBJECTIVE 2--To evaluate the effectiveness of existing materials and techniques developed for the disadvantaged.

Walt Stempek
Portland Community College

ABSTRACT

The main objective of this report is to provide a checklist for the evaluation of techniques that can be used with low achieving students in community college classrooms. In establishing this checklist two important factors were also considered: 1. general characteristics of low achieving students and 2. guidelines for establishing an effective developmental education program in which many of these students will be enrolled. In addition, a comprehensive list of techniques and references is also included.

INTRODUCTION

Before any evaluation of specific techniques for low achievers can be undertaken, it is essential to have a basic understanding of these students as well as the attributes of successful developmental education programs.

I. Characteristics of Low Achievers[1]

Research shows that whether a low achiever is yellow, white, black, red, or brown, rich or poor, and under achiever or working up to capacity, a "middle class white" or from a culturally different background, highly motivated to succeed or indifferent to the educational system(s), he shares certain attitudes and behavior patterns with most low achieving students. These will be discussed below, but it is most important to understand that they are generalizations and do not inevitably apply to every low achieving student we encounter; they are to be used only as guidelines, never as inflexible facts.

A. Low achievers have poor self concepts within the existing educational setting. They usually have a history of academic failure (or they just "got by"), and as a result view themselves as academic "second-class citizens." They are very suspicious of success.

B. Many of these students come from backgrounds which might be considered "culturally" or "intellectually" deprived: that is, they have usually been brought in and live in a restricted world in which they have had little or no exposure to books, art, music, community involvement, etc.

C. As a result of this, these students are not academically or intellectually oriented. They are usually absorbed in their own sub-cultures and most often accept the values of their peers within those sub-cultures rather than being concerned with the broader goals of school, society, or the community. It is safer and more comfortable to withdraw into familiar circumstances where one can perform successfully.

D. In an Academic sense, low achievers are non-verbally oriented. They may be fluent conversationally within their own sub-cultures, but they cannot use and manipulate words in an educational setting. It is in this area of verbal skills that they are most deficient. Consequently, they cannot function in courses where manipulation of the language is involved.

E. Along with verbal skills, low achievers see no value in attaining even minimal competency in writing because they perceive it as useless in achieving their real life goals. Many of these students are interested in acquiring vocational-technical skills and see correct apeaking and writing as things required only in "school" or English courses. The exception to this is the older student who has been out in the "real world" and has found him (her) self vocationally hindered by his (her) lack of verbal and/or writing skills.

F. Most of these students have only one clearly defined value: money. A college education is not seen in the traditional way, as an experience to be used to make them more well-rounded human beings or to make them better thinkers, but as a means to a better job with a better salary. Thus, it is useless to motivate them from a "cultural" or "intellectual" stand point.

G. With the exception of money, low achievers have difficulty in understanding or formulating long range goals, academic or otherwise. Thus, they are concerned with HERE and NOW and easily discouraged by postponed rewards.

H. These students have extremely unrealistic images of themselves, of what college is, and of what their subsequent lives will be like. They may enter college with the goal of becoming a doctor, a lawyer, an engineer, yet have a history of academic failure and limited verbal skills. They have an inadequate concept of what thought or work is; to them thinking is memorizing, and working is regularly occupying a chair in a classroom.

An example of the lack of realism found in low achievers is the true story of a community college student who stated he wished to become an aeronautical designer. He explained his motivation thusly: first, he would like the work, because all he would have to do would be to sit in a big office with his feet on the desk and think up a new idea for an airplane. His responsibility would end there, of couse, because a draftsman would "do all the work." He thought this would be a good educational goal because he would earn about $35,000 per year and while that wasn't a particularly high salary, one could at least support a family comfortably on it!

I. Because of this lack of realism, these students are the most likely to become discouraged and dropout. They rationalize (sometimes it is not a rationalization) their failure by making claims that the instructor didn't like them, or the course wasn't what they thought it would be, or that the school wasn't teaching the right things. These students are not to be blamed for these rationalizations, because it is human nature to look for excuses when our goals are not realized.

J. Many low achievers operate in society at a much higher level than our academic evaluation would indicate. Many have girl-friends or boy-friends, which shows they have learned some behavior patterns necessary for successful interaction between human beings. They have driver's licenses, which indicates they have acquired the skills necessary to operate a car and a knowledge of the laws necessary to pass the test to get such a license. A student who cannot use fractions might be able to disassemble and assemble an automobile transmission, which is said to require a knowledge of the principles of calculus.

Because of these demonstrated achievements, serious questions must be asked concerning our methods of instruction and evaluation.

It is important to note that the only purpose of these generalizations is as an aid in determining the kind of program which would be most helpful to the low achievers we encounter. We must never overlook the uniqueness of each and every student; to do so would be a grave injustice.

II. GUIDELINES FOR ESTABLISHING A DEVELOPMENTAL EDUCATION PROGRAM.

It is assumed that such a program will be consistent with the goals of the institution as well as the goals of the low achieving students enrolled in it. Beyond these generalities, there are certain specifics which seem to be necessary in setting up any effective program of this type:

A. The commitment to such a program must be resolute at all levels; without such commitment at the board level, insufficient funds will be allocated to the program; if it is lacking at the administrative level, there will be constant resistance in areas of personnel, equipment, physical facilities, etc.

B. Any effective program for low achievers is going to be expensive, particularly because of special counseling and low student-teacher ratios.

C. The basic requirement of any Developmental Education Program is that it be FLEXIBLE. No methods, materials, or techniques can be guaranteed absolutely effective with these students. Anything tried must be on an experimental basis; those things which seem to work can be continued and improved, but those things which are not working must be discarded.

D. The heart of any program for low achievers must be the counseling function. Attitudinal problems are at least as significant as skills deficiencies as a cause for these students' low achievement. Because of their low self-concept and their unrealistic picture of themselves, college, their goals and life itself, as well as their propensity to become easily discouraged, their chances for success, even with good courses, remain slim unless they have the opportunity to work on these attitudinal problems with trained, sympathetic individuals. Counseling these students individually or in small groups is expensive, but without it a Developmental Education Program is most likely destined to fail.

E. Diagnosis, or placement, in such a program is crucial. There are a variety of diagnostic instruments available which measure specific skills, attitudes, personality characteristics, etc., none of which is unerring. Which instruments are used will depend on program objectives, the kind of students involved, and the amount of time and money available for diagnosis. All must be used with care and flexibility. Diagnostic mistakes will be made, but correction for them must be built into the program. We must be careful not to label or stereotype these students for instructor or administravtive convenience.

F. The personnel in program for low achievers must believe that such a program is worthwhile and that these students are worth working with. Selection of personnel, therefore, becomes most crucial; an instructor committed to traditional forms of education would most likely not be suitable for such a program.

Two methods for staffing a low achievers program have been most prevalent. The first is to have staff from existing programs teach one or two classes of low achievers. The argument in favor of this course is based on the premise that the entire faculty should be involved in the program in order that it become an accepted and integral part of the curriculum. However enthusiastic these instructors may be, their attention is divided between two different groups of students. On the other hand, if there are special personnel for the program, their attention will not be divided and they will have the time to work out new materials and techniques; they can also work together more effectively as a team.

G. Programs for low achievers should stress the counseling function and the remediation of specific skills deficiencies in the two areas of academic life where a certain skill level must be attained in order to achieve success in the content areas: the verbal and the quantitative. Reading, writing, listening, and speaking skills are essential in some curricula. It is important for a program not to overextend itself so that its curriculum is full of special courses for low achievers in the social sciences, literature, the sciences, etc. In such a case the curriculum becomes too expensive and unmanageable. Logic, too, dictates that a student failing biology does not necessarily do so because of the lack of knowledge concerning biology but possibly because she/he cannot read the test, is not able to study in an effective manner, and/or cannot communicate his/her knowledge to the instructor.

H. Whatever is done in a program for low achievers must not be a rehash of traditional methods, materials, and techniques. Traditionally, for example, remedial English classes have most often been a review of punctuation, grammar, sentence structure, and paragraphing. With few exceptions, these students have been exposed to these principles for their entire academic life and have not mastered them. Obviously, we cannot present the same tenents in much the same way and expect low achievers to suddenly and miraculously learn them. We must approach the problem inductively and ask such questions as: What do these students need to know? What must they be able to do that they cannot do now? How can we best help them? Then, to effectively meet their needs, we must use different materials, methods, and techniques, and be aware of their different learning styles. And there must be a constant and ongoing evaluation process to see if these needs are being met.

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[1] Adapted from Occasional Papers, Proceedings: Conference or Compensatory/Remedial Education, Number 21, June 1973, Center for Development of Community College Education, University of Washington, pp 1-16.

III. TECHNIQUES

A. Below is a list of over 40 techniques which can be used with lower achievers in a community college classroom; a short explanation of unfamiliar techniques is provided, as well as a list of resources from the bibliography at the end of the report. (There is a number, which corresponds to the number of the reference in the bibliography, followed by a page number where additional information can be found.)

1. Presentation techniques

- Lecture (1, p. 58; 4, p. 145, 9, p. 157; 14, p. 141; 26,p. 79; 31, p. 239; 32)
- Television, videotape (15, p. 197; 31, p. 271; 34, p. 225)
- Debate (4, p. 120; 19, p. 42)
- Dialogue (26, p. 107)
- Interview (4, p. 145; 9, p. 106)
- Symposium - consists of two or more brief talks by a resource person on different phases of same topic; it is usually followed by a discussion or question period. (1, p. 73; 4, p. 156; 9, p. 166; 26, p. 105; 31, p. 244)
- Panel (4, p. 150; 9, p. 116; 26, p. 85; 31, p. 244)
- group interview - a panel of class numbers interviews a speaker or panel of experts from the point of view of the class (8, p. 37)
- Demonstration (1, p. 76; 3 (5); 9, p. 63; 15, p. 138; 32)
- Colloquy - a modification of the panel with 6-8 persons, 3 or 4 representing the class and 3 or 4 resource persons; the colloquy members ask questions, express opinions, and raise issues treated by the resource persons; a moderator directs the proceedings. (4, p. 120; 9, p. 42; 26, p. 51)
- Motion picture (9, p. 214; 15, p. 213; 31, p. 236)
- Slides (9, p. 214; 15, p. 243)
- Dramatization (1, p. 76; 15, p. 213)
- Records, radio (15, p. 173; 30)
- Exhibits (9, p. 213; 15, p. 173)
- Trips (9, p. 74; 15, p. 156; 26, p. 62; 34, p. 152)

- Reading (9, p. 207; 14, p. 285)

2. Audience - participation techniques (large meetings).

- Question-and-answer period (1, p. 60; 8, p. 35; 9, p. 199; 31, p. 247)
- Forum - 15-60 minute period of open discussion carried on by members of the class and one or more resource persons, it is directed by a moderator. (1, p. 73; 4, p. 126; 9, p. 83; 26, p. 80)
- Listening teams - class members are selected for a listening team(s) which will ask questions of speaker (1, p. 76; 8, p. 36; 9, p. 196; 26, p. 83; 31, p. 248)
- Reaction panel - 3-5 class representatives who interrupt a speaker at appropriate times to clarify points that seem obscure or assist the speaker in treating the needs of the class. (1, p. 77; 8, p. 37; 9, p. 188; 26, p. 93)
- Buzz groups - students are divided into subgroups of 4-7 people; the groups discusses the topic for 5-15 minutes and each group reports to the entire class. (1, p. 77; 4, p. 119; 8, p. 35; 9, p. 191; 26, p. 42; 31, p. 249)
- Audience role playing - a group is divided into subgroups; all subgroups role play simultaneously. (29, p. 8)
- Expanding panel (26, p. 60)
- Seminar - a group of 5-30 persons engaged in specialized study led by an instructor or other noted expert. (9, p. 147)

3. Discussion techniques

- Guided discussion (group discussion) a purposeful discussion of a topic of interest by 6-20 participants under the guidance of a trained leader. (1, p. 54; 3 (1); 7; 9, p. 85; 14, p. 154; 32)
- Book-based discussion (1, p. 56; 16)
- Problem solving discussion (6; 19; 28)
- Case discussion (case history) - a detailed written report describing an event, situation, or incident that a learning group can profitably analyze and discuss (9, p. 209; 11, p. 97; 26, p. 44)

- Group centered discussion (1, p. 25; 3 (2); 17; 19; 31, p. 155)

4. Simulation techniques

   - Role playing (2, p. 79; 3 (6); 4, p. 150; 9, p. 135; 14, p. 206; 15, p. 123; 21; 26, p. 97; 30; 31, p. 107; 35)

   - Critical-incident process - this involves evaluating specific behaviors that have been found to make the differences between success and failure in carrying out a job (14, p. 184; 30, 35)

   - Case method - involves analysis of a case (i.e., one's own experience(s), the experience(s) of another, experience(s) read about, etc.) by an individual or a group (5; 14, p. 174; 30; 40; 31, p. 102)

   - in-basket exercises - these present the learner with samples of administrative (or other) work in the form of the contents of a managers in-basket or mailbox; the various items in the mail require judgments as to appropriate action.

   - games (14, p. 267; 20; 27; 40)

   - Action maze - a printed description of an incident for analysis, followed by a list of alternative actions; each action choice directs the learner to a new page which gives the results of the action and a new set of alternatives to choose from.

   - Participative cases - a form of role-playing (11, p. 101; 29; 33, p. 175; 35)

5. T-group (sensitivity training) (10; 11, p. 76; 12; 14, p. 251; 30)

6. Non-verbal exercises (26, p. 69; 34)

7. Skill-practice exercises, drill, coaching (14, p. 129; 30, 33, 38).

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1. Adapted from the Modern Practice of Adult Education by Macolm Knowlis, pp. 292-293.

B. Evaluation of techniques used with low achieving students.

Any of the forty techniques presented above might be appropriate for low achieving students. The instructor's (and students') role, of course, is to select the correct technique for the situation and then evaluate its effectiveness. The checklist provided below is comprised of general criteria which can be used for evaluating most instructional techniques, and is intended to be used by the persons selecting the technique, as well as by those who take part in it. If the answers to the questions tend to be "no" or "unsure" the technique has been used ineffectively; further errors can be circumvented if the replies are discussed in a cooperative way.

If an instructor and a class are considering a specific technique, Bergevin, Morris, and Smith in their book Adult Education Procedures, A Handbook of Tested Patterns for Effective Participation, review fourteen techniques (colloquy, committee, demonstration, field trip, forum, group discussion, interview, panel, quiet meeting, role-playing, seminar, speech, and symposium [ancient and modern concept]), and six subtechniques (audience reaction team, buzz session, idea inventory, listening and observing groups, question period, and screening panel). Included is:

A. A discription of the technique

B. When it should be used

C. Who are the personnel involved

D. What is the usual pattern of communication

E. Advantages and limitations of the technique

F. Check list for appraising the choice of technique

G. Responsibilities of the personnel involved in the technique

H. Physical arrangements (including diagrams) and audience comfort

I. How to evaluate the technique after it has been conducted

J. An example of how the technique might be used

GENERAL GUIDELINES

1. Match the technique to goals and objectives.
2. Give the choice between two techniques, choose the one involving the students in the most active participation.
3. Do not over use any technique(s).

CHECKLIST FOR EVALUATING CLASSROOM TECHNIQUES

	Yes	No	Unsure
1. Was the technique used appropriatly for the desired goals and objectives and the learning situation?			
2. Were students involved in planning the use of this technique?			
3. Did the planning take into consideration the class characteristics such as age, number, knowledge, and experiences?			
4. Were there adequate physical arrangements that assured the learner's comfort and freedom from distractions?			
5. Were appropriate materials, resources, equipment, etc., on hand and were they used effectively?			
6. Was available time used efficiently.			
7. If discussion was involved, was it guided effectively?			
8. Did one person (or a few) dominate the discusion?			
9. Did most students participate, listen, discuss, support each other, and ask questions?			
10. Were they encouraged to do so?			
11. Were differences of opinion encouraged and minority view points kept before the group?			
12. Did members of the class show evidence of having acquired information, new view points, and changed attitudes?			
13. Was there evidence of willingness to accept responsibility for further study and action?			
14. Were goals and objectives accomplished?			

15. What other techniques might have been effective and why? ______________________________

____

____

____

The following checklist can be used to evaluate the effectiveness of a RESOURCE PERSON

	Yes	No	Unsure
1. Was the person adequately prepared?	___	___	___
2. Did the person show adequate knowledge of the subject?	___	___	___
3. Was the person understandable and direct?	___	___	___
4. Did the person avoid assuming the dominant role?	___	___	___
5. Did the person encourage audience participation?	___	___	___
6. Did the person stay on the topic?	___	___	___
7. Was he/she interesting and humorous?	___	___	___
8. Were worthwhile points made?	___	___	___
9. Did the person stay within the time limit?	___	___	___

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Objective 3

To describe a testing, counseling and advisory service that will identify students with inadequate skills for successful program completion.

Dr. Jerry Johnson
Linn-Benton Community College

Barbara Wasson
Chemeketa Community College

Abstract

This paper describes in narrative form the testing, counseling and advising services for disadvantaged students which are currently in use at Linn-Benton and Chemeketa Community College. Student Flow Diagrams are also described. In addition, Chemeketa's Math, Reading and English Placement Tests with answer sheets and placement charts are included.

Linn-Benton Community College

Flow Chart Narrative
For Educationally Disadvantaged

FLOW CHART NARRATIVE

FOR EDUCATIONALLY DISADVANTAGED

Students enter Linn-Benton Community College through our normal admissions and registration process. The first step of the sequence is to take the Comparative Guidance and Placement Test (CGP). The scores from the CGP in reading, math, and language arts will be used by the counseling staff to recommend two basic tracks, normal program entry and guided studies. The guided studies program consists of Developmental Center courses and counseling-related courses. The student has three options. He may take the total guided studies program, partial guided studies program course work or no guided studies class, and total regular course work.

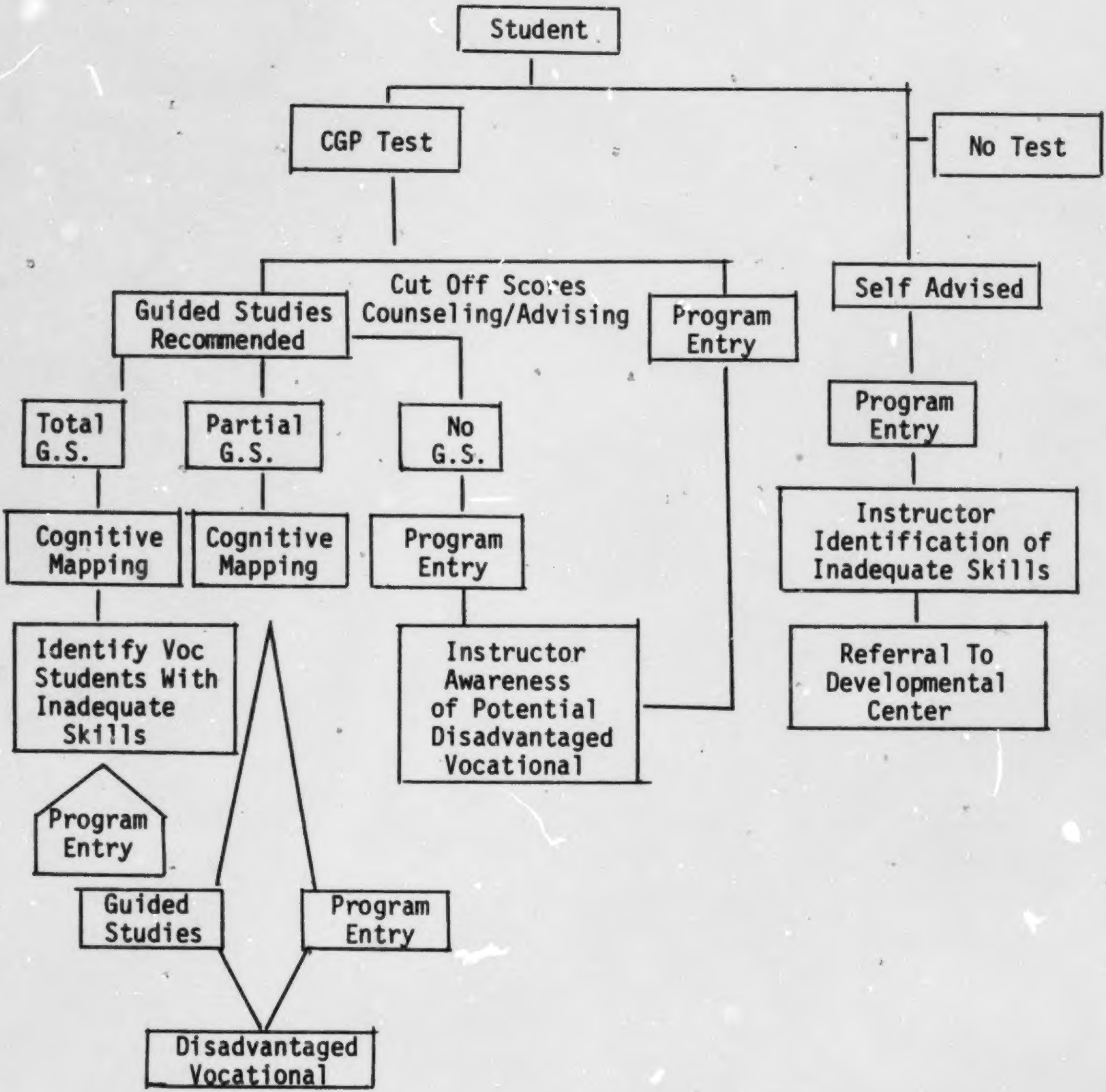
If he chooses option number one, the total guided studies, an additional information instrument will be cognitive mapping. From the CGP scores and cognitive mapping, we will be able to identify those vocational students with inadequate skills. With this information, we can design a program to allow that student preparatory work and information concerning his learning style so that he may be successful upon program entry the following quarter.

If students choose partial guided studies, we would also give them the cognitive mapping instrument, probably through one of the reading class sections. The difference here being that students would be taking only a few of the guided studies courses as well as courses from their program. Again, we will be able to identify those vocational students with inadequate skills.

The students choosing the third option of no guided studies will, of course, enter a particular program. We will know what their CGP scores are and can recommend to the instructor to be aware and watch the student throughout the early phases of the quarter. This may lead to future referrals to the Developmental Center.

The second major track is for students entering with previous credit--they are not required to take the CGP. Many times, these students are also self-advised and enter programs without going through our advising/counseling system. We will need to identify through instructor referral those students with inadequate skills.

Developmental Center
Linn-Benton Community College
Jerome A. Johnson, Director


Student
CGP Test
No Test
Cut Off Scores
Counseling/Advising
Guided Studies Recommended
Program Entry
Self Advised
Total G.S.
Partial G.S.
No G.S.
Program Entry
Cognitive Mapping
Cognitive Mapping
Program Entry
Instructor Identification of Inadequate Skills
Identify Voc Students With Inadequate Skills
Instructor Awareness of Potential Disadvantaged Vocational
Referral To Developmental Center
Program Entry
Guided Studies
Program Entry
Disadvantaged Vocational

Chemeketa Community College

Student Flow Diagram
Special Services for
Disadvantaged Students
Narrative Explanation

STUDENT FLOW DIAGRAM

SPECIAL SERVICES FOR DISADVANTAGED STUDENTS

NARRATIVE EXPLANATION

1. Enrollment: The initial step for certification as an eligible disadvantaged student is registration at Chemeketa Community College.

2. Certification: During registration procedures, the student will choose lower-division transfer, vocational or pre-vocational courses and will be assigned to program services in the Center for Student Development.

3. Referral: A student may be referred by an instructor or counselor, or may refer him/herself. In some cases, cut-off scores on developmental tests will result in an automatic referral. The basic instrument for referral will be a "blue card" which contains information about the student's disadvantagement or handicap and ways that it causes the student to be "unable to succeed" in a vocational program. Any student wishing to participate in the disadvantaged or handicapped enrichment programs must submit a "blue card" to the Center for Student Development.

4. Identification: Referral cards will be reviewed by diagnostic specialists in the Center for Student Development, and staff members will certify the eligibility of students. At this point, the category of primary disadvantagement or handicap will be indicated; records on each student will be maintained in this category, as long as the student is in the program.

5. Diagnosis/Prescription: Once a student is certified as eligible, the specialists in the Center for Student Development will select an appropriate battery of tests, or obtain diagnostic information through other means. This testing will result in a diagnostic profile for each student which will form the basis of the tutorial assignments and the Individual Enrichment Program planned for each student.

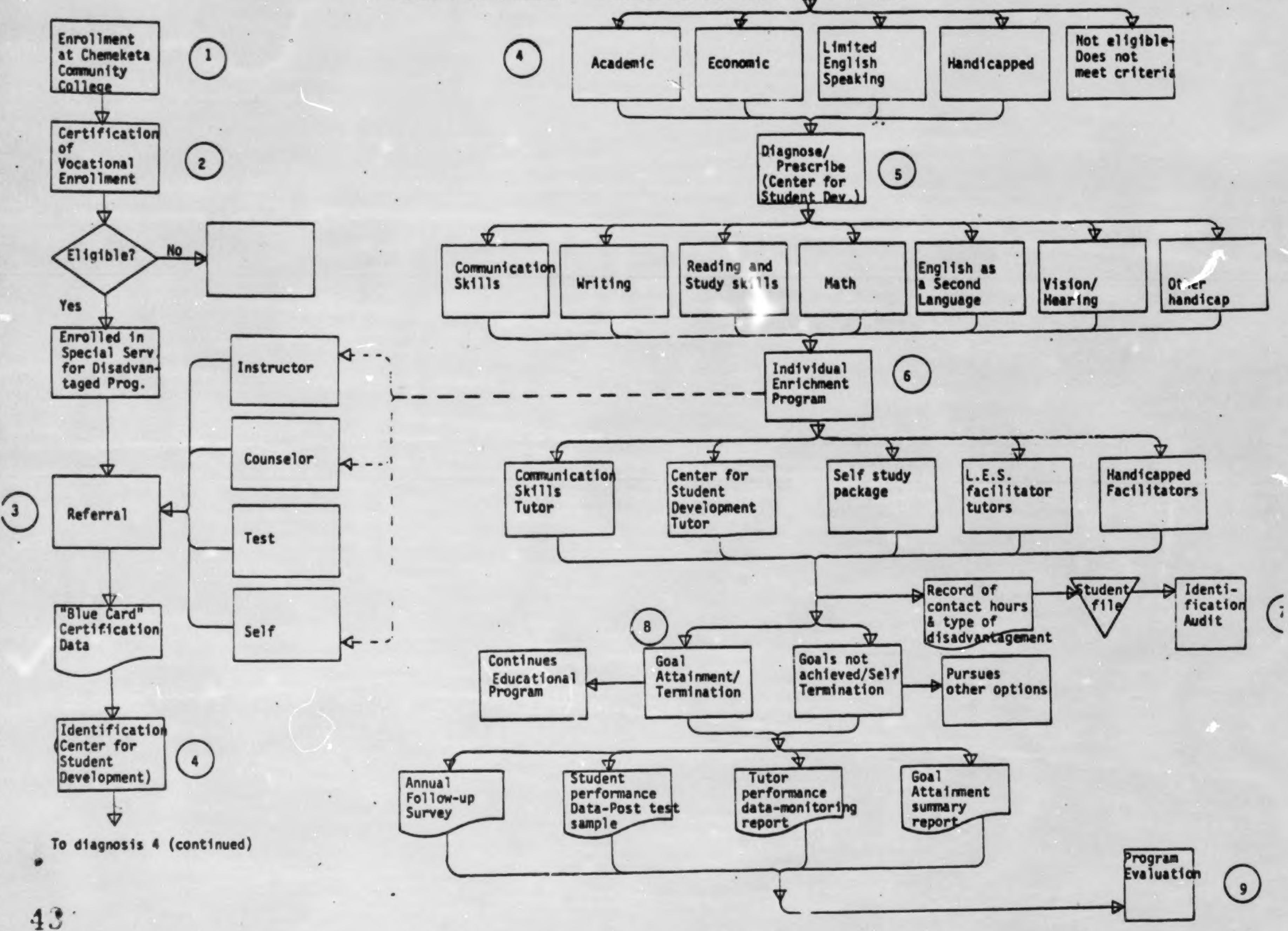
6. Individual Enrichment Program: Tutors will be assigned on the basis of identified academic and vocational problems. Each student and tutor will be mutually accountable for developing a program with specific learning outcomes and a timetable for achieving them. Primary responsibility for matching the College resources with student needs rests with the tutors; the Center for Student Development serves a consultative and supportive role while individual learning objectives are being achieved.

7. Identification Audit: Tutors will maintain records of the number of contact hours, the type of remediation, and the disadvantagement categories of students served. These records will be sumitted each month on ADP forms, in conjunction with time sheets used for paying tutors. By this means, accurate monthly records will indicate whether anticipated levels of service are being provided.

8. Student Termination: When the goals of the Individual Enrichment Program are attained, the tutor will file a termination report, and the student will continue in his/her vocational program without supplemental assistance. In some cases, students will terminate themselves from programs without achieving their goals; in these instances, students may pursue other options, or enter a new program in which they require no additional help. Final reports will be submitted for all students, regardless of the reasons for termination.

9. Program Evaluation: Goal attainment reports will be a primary source of evaluation data; additional sources include the monitoring of tutor performance (conducted by the project director), and post-test sample of student performance, based on a stratified random sample of diagnostic information. Finally, project students will be included in the annual follow-up survey of students who have graduated from Chemeketa; occupational data gathered from this source will be correlated with student performance data to determine the degree of relationship between remedial services offered under this grant and vocational success.

STUDENT FLOW DIAGRAM - SPECIAL SERVICES FOR DISADVANTAGED


Enrollment at Chemeketa Community College
1
Certification of Vocational Enrollment
2
Eligible?
No
Yes
Enrolled in Special Serv. for Disadvantaged Prog.
Instructor
Counselor
Test
Self
Referral
3
"Blue Card" Certification Data
Identification (Center for Student Development)
4
To diagnosis 4 (continued)
4
Academic
Economic
Limited English Speaking
Handicapped
Not eligible-Does not meet criteria
Diagnose/ Prescribe (Center for Student Dev.)
5
Communication Skills
Writing
Reading and Study skills
Math
English as a Second Language
Vision/ Hearing
Other handicap
Individual Enrichment Program
6
Communication Skills Tutor
Center for Student Development Tutor
Self study package
L.E.S. facilitator tutors
Handicapped Facilitators
Record of contact hours & type of disadvantagement
Student file
Identification Audit
7
8
Continues Educational Program
Goal Attainment/ Termination
Goals not achieved/Self Termination
Pursues other options
Annual Follow-up Survey
Student performance Data-Post test sample
Tutor performance data-monitoring report
Goal Attainment summary report
Program Evaluation
9

INFORMATION ABOUT
PLACEMENT TESTING
AT CHEMEKETA

THE FACTS ABOUT THE NEW PLACEMENT TESTING AT CHEMEKETA

What Is It?

It is a three-part test that consists of the following subtests: a 15-minute Reading Test, a 40-minute English Test, and a 60-minute Math Test. It is a Placement battery. It is not an admissions test.

Purpose?

The purpose is to get information that will enable advisors to recommend English, Math, and Reading classes that are appropriate to the incoming students' present skill level.

Who Developed This?

The Reading, English, and Math Departments in conjunction with Counseling Services developed this placement program over the last year.

Charge or Fee?

None.

Is This Required Of All Incoming Students?

The test is required only in certain curricula. It is, however, strongly recommended for all new students.

How Does It Work?

The Placement battery will be given on a group testing basis. The tests will be available for applicants to take throughout the year (both day and evening). Many Fall term '78 applicants have already tested during the Summer. Also, the battery will be offered during registration periods. Schedules of the times and location for testing are available in the Counseling Services area of Building 3. It is our plan at this time to record the students' recommended classes in Reading, English, and Math on his/her master card. This should make it very convenient for advisors in assisting students with class placement at registration time. Also, a copy of the students' scores will be sent to the students' advisor approximately two weeks after the term starts.

Who Administers The Tests:

Counseling Services notifies new applicants to Chemeketa, administers the tests, scores them, and distributes the scores.

Have More Questions?

Contact Chuck Skirvin or Lori Lauck in Counseling Services, phone 399-5120.

Chemeketa Placement Profile

The following is the form which is sent to the student's academic advisor after the student has taken the three placement tests.

CHEMEKETA PLACEMENT PROFILE

NAME ______________________ (Last) (First) Soc. Sec. # ______________ Date ______________

Reading Test	English Test	Math Test
Number Correct ________	________	________ G R Y (circle one)

RECOMMENDED CLASS PLACEMENT IS CIRCLED

1.110	WR 20	1.101	4.200	4.201	Mth 10
1.112 (if desired)	WR 40	2.673	4.202	6.918	Mth 95
	WR 121	BA 214	4.204		Mth 101
			6.261	any 1 of 3	Mth 102 Mth 103 Mth 106
					Mth 200

When WR 20 is circled, the student should be encouraged to take a writing class (WR 40, WR 121, 1.101, etc.) concurrently with the WR 20.

--If more than one class is circled - the class relevant to the student's curriculum should be advised.
--Academic advisors should use test scores along with all other relevant information in determining class placement for a student.

White Copy - Admission/Computer Yellow Copy - Counseling Pink Copy - To Advisor

An Important Note To Advisors

Most of the facts and figures concerning Chemeketa's new placement testing have been covered on the "Facts About the New Placement Testing" sheet. In addition to this, Counseling Services would like to share some other important points about the Placement Testing with all who are in the role of academic advisors.

Please remember that a class or classes that are recommended solely on the basis of a single test score is not accurate 100% of the time, nor is it the total answer for placement of students. It is an aid that provides a starting point on which the student and the advisor can start discussing the level of placement in English, Reading, and Math classes. It is in this discussion between the student and the advisor that all of the other relevant factors affecting the student's final placement will be brought to light. Factors such as: the student's last Math or English class, the student's performance in that last class, how long ago the class was taken, the student's intended curriculum, the other classes the student is taking the same term (loading), etc. If the advisor takes the time to discuss these kinds of factors and uses this information along with the recommendation from the test scroes, then the student will benefit by receiving a much more accurate placement. Remember, the class level that is recommended from the placement test is, indeed, only recommended, and that the student will make the final decision.

Programs Requiring Placement Testing (as of November, 1978)

Automotive Technology
Banking and Finance
Building Inspector
Business Accounting
Business Management
Chemical Technology
Civil Engineering
Clerical Technology
Computer Operations
Computer Programming
Drafting Technology
Educational Aide
Engineering Secretary
Fire Protection Technology
Human Resource Technology
Forest Technology
Human Resource Technology
Insurance Technology
Insurance Secretary
Legal Secretary
Machine Design
Machine Shop Technology
Medical Secretary
Professional Secretary
Real Estate
Survey Technology
Welding
Welding and Fabrication
Well Drilling

Information About The
English Test Of The
Placement Battery

Name of Test: Test of Academic Skills (TASK)

INFORMATION ABOUT THE ENGLISH TEST OF THE PLACEMENT BATTERY

The English test contains 69 questions and is divided into five subtests (40 minutes total testing time)

SUBTEST NAME	NUMBER OF ITEMS	DESCRIPTION OF SUBTEST	CLASSES SUBTEST DISCRIMINATES FOR (AS DETERMINED BY CHEMEKETA ENGLISH DEPARTMENT)
A. Learning Skills	15	Deals with skills such as dictionary use, reference sources, and the nature and structure of language.	WR 40
B. Usage Conventions	21	Student is to determine for each underlined passage in a short narrative whether there is an error in capitalization, grammar, punctuation, or if there is no error.	WR 40, 1.101, WR 121
C. Spelling	15	A spelling test in which the spelling errors presented are based primarily on phonics and word building skills.	WR 20
D. Sentences Sensitivity	6	The student is presented with items containing four compound or complex sentences from which must be chosen the one which expresses the idea best.	2.673, BA 214
E. Paragraph Arrangement	12	A series of four-sentence paragraphs in which the logical sequence of sentences in the paragraph has been jumbled. The student is to re-order the sentences so that the paragraph presents the idea properly.	WR 40

*For a WR 20 placement a student must fall below the WR 20 indicator, and below any one of the three WR 40 indicators.

*For a WR 40 placement a student must fall below any two of the three WR 40 indicators.

*Notice that this English test is not able to discriminate for all of Chemeketa's different English classes (such as WR 30, WR 122, etc.)

ENGLISH PLACEMENT CHART

ENGLISH

WR 20 Placement: Must fall below WR 20 indicator and below any 1 of 3 WR 40 indicators.

WR 40 Placement: Must fall below any 2 of the 3 WR 40 indicators.

2.673 BA 214	Indicated by "D" only	1.101 WR 121	Indicated by "B" only

	WR 20	WR 40	2.673	BA 214	1.101	WR 121
A		5 or more wrong				
B		8 or more wrong			6 or 7 wrong	5 or less wrong
C	5 or more wrong				Possibles for Profile Circling: WR 20 WR 40 1.101 or 2.673 1.101 1.101 or BA 214 2.673 WR 121 or 2.673 BA 214 WR 121 or BA 214 WR 121	
D			3 or more wrong	0, 1 or 2 wrong		
E		4 or more wrong				

Name of Classes

Clarification:	WR 20	Spelling
	WR 40	Basic Writing
	2.673	Business English Fundamentals
	BA 214	Business Communications
	1.101	Communication Skills I
	WR 121	English Composition

READING PLACEMENT TEST

INFORMATION ABOUT THE READING TEST OF THE PLACEMENT BATTERY

The Reading test consists of 60 questions (15 minutes testing time), and its purpose is to reveal reading grade equivalency of 8.9 or lower. The Chemeketa Reading Department designed the scoring of this test so that this 8.9 or lower grade level could be indicated and, thus, Basic Reading Tactics (1.110) recommended. The test originally has been used as a reading placement test at Portland Community College.

For students scoring above the 8.9 grade level, it is not possible to know how much higher their reading level is on our scoring system. Therefore, students may take Accelerated Reading (1.112) if they choose. So, although the 1.112 class may be circled, it is optional and can be recommended as an elective for three credit hours.

READING PLACEMENT TEST

NAME ____________________________ DATE ____________________

INSTRUCTIONS: This test has 60 numbered words. From the four choices, you are to pick the word which means the opposite or most nearly the opposite of the numbered word. Using the Scan-Tron answer sheet, mark a line through the correct lettered block, for each numbered word. Use a number 2 pencil.

Example:

1. fat a. blue b. loud c. thin d. baby

Answer Sheet:

1. a b [✓ c] d e

Remember that you are to pick the word which is opposite in meaning.

1.	entered	a. claimed	b. departed	c. amazed	d. realized
2.	embrace	a. friend	b. reject	c. slumber	d. imply
3.	silent	a. rough	b. noisy	c. wild	d. couple
4.	scarce	a. plentiful	b. chiefly	c. afraid	d. vacation
5.	courage	a. true	b. rival	c. cowardice	d. blanket
6.	develop	a. exhaust	b. correct	c. wreck	d. sign
7.	vacant	a. future	b. harmony	c. occupied	d. result
8.	future	a. history	b. forehead	c. appearance	d. region
9.	common	a. cruel	b. unusual	c. paid	d. future
10.	dainty	a. common	b. clumsy	c. smooth	d. cruel
11.	speechless	a. wide	b. crash	c. talkative	d. frequent
12.	polite	a. alert	b. joyful	c. rude	d. pleasant
13.	steep	a. absence	b. emperor	c. moderate	d. length
14.	evening	a. length	b. presence	c. slumber	d. morning
15.	accept	a. collect	b. accuse	c. beggar	d. deny
16.	puddle	a. enterprise	b. ocean	c. mission	d. yours
17.	distant	a. adjacent	b. avoid	c. couple	d. obedient
18.	stupid	a. intelligent	b. mortal	c. garment	d. needle
19.	improved	a. remember	b. primitive	c. capable	d. expose
20.	cheerful	a. lose	b. foolish	c. depressed	d. huge
21.	victories	a. defeats	b. abolish	c. bridge	d. terror
22.	acknowledge	a. improved	b. ignore	c. abundant	d. perfection
23.	miniature	a. commercial	b. youth	c. excellence	d. gigantic
24.	imaginary	a. splendid	b. realistic	c. medicine	d. chasm
25.	elementary	a. complicated	b. ranger	c. conquest	d. quarter
26.	abolish	a. sung	b. trucker	c. restore	d. greeting
27.	horizontal	a. apparatus	b. mobile	c. vertical	d. stow
28.	seldom	a. evident	b. often	c. diet	d. build
29.	negative	a. basement	b. positive	c. jealous	d. gratitude
30.	depression	a. perfection	b. contentment	c. wrenched	d. favorable

31. compliment a. slander b. consequently c. lecture d. legislate
32. installed a. gallery b. removed c. detained d. dignified
33. attendance a. lecture b. ignorant c. devotion d. absence
34. departure a. essential b. legislate c. marvel d. arrival
35. rebellion a. malicious b. peace c. impress d. sterile
36. bridge a. approve b. tunnel c. simple d. stow
37. necessity a. relativity b. automatic c. luxury d. frequently
38. liquid a. omit b. solid c. manual d. built
39. infected a. healthy b. jealous c. digest d. dwell
40. interest a. comment b. dungeon c. apathy d. assent
41. evident a. inconspicuous b. triangle c. stable d. oddly
42. provincial a. urbane b. obedient c. windy d. leak
43. requisite a. offender b. unnecessary c. wove d. tweed
44. articulate a. valor b. lesser c. incoherent d. unchanged
45. nonchalant a. judicial b. purposeful c. outcome d. whimsical
46. acrid a. lard b. pulp c. ascent d. perfumed
47. immaculate a. wordly b. depressed c. disorderly d. wistful
48. graft a. prune b. jet c. opal d. lens
49. hamper a. promote b. noted c. laundry d. limitation
50. intangible a. junction b. concrete c. prospective d. twilight
51. deprecate a. necklace b. compliment c. inducement d. republican
52. exuberant a. hamper b. resolute c. lifeless d. delusion
53. ephemeral a. notorious b. perennial c. supplement d. lawful
54. irrelevance a. exposure b. lesser c. superb d. pertinence
55. grating a. harmonious b. officially c. binocular d. protection
56. rhythm a. pretext b. suspension c. discord d. trusty
57. grotesque a. psychological b. magnificent c. unsuited d. jeer
58. prairie a. oaken b. mountain c. trough d. nucleus
59. prudent a. rheumatism b. label c. excessive d. vocal
60. abdicated a. rue b. lass c. knob d. throned

READING PLACEMENT TEST

Answer Key

1. b
2. b
3. b
4. a
5. c
6. c
7. c
8. a
9. b
10. b
11. c
12. c
13. c
14. d
15. d
16. b
17. a
18. a
19. b
20. c
21. a
22. b
23. d
24. b
25. a
26. c
27. c
28. b
29. b
30. b
31. a
32. b
33. d
34. d
35. b
36. b
37. c
38. b
39. a
40. c
41. a
42. a
43. b
44. c
45. b
46. d
47. c
48. a
49. a
50. b
51. b
52. c
53. b
54. d
55. a
56. c
57. b
58. b
59. c
60. d

READING PLACEMENT CHART

PLACEMENT CHART: READING

Check Items 21 - 40

5 or more errors (check no further) → Place in 1.110
If less than 5 errors, check
items 41 - 60
If 5 or more errors here → Place in 1.110

Everyone else → Place in 1.112

READING PLACEMENT TEST

Correlation and Placement Accuracy

Research Results

Correlation and Placement Accuracy

Correlation Coefficient

Definition: A correlation indicates "the extent to which two things are related, or the extent to which a change in one thing is related to the change in another. In addition, a correlation indicates the degree of relationship between two variables but does not imply that there is a cause and effect relationship. It merely indicates that as one variable varies, there is some degree of systematic change in the other variable. One does not cause the other." (1:147)

Results

One hundred and six (106) grade equivalent test scores were correlated with the test scores received on the Portland Community College Placement Test (see Table 1). The correlation coefficient (r) obtained is .77. This indicates a strong relationship between the two scores. In other words, a correlation exists between the amount of errors received on the PCC placement test and the grade equivalent score received on the Nelson-Denny Reading Test.

Equation used:

"covariance $Sxy = \frac{1}{n-1} \left(x_i y_i - \frac{1}{n} \quad x_i \quad y_i \right)$

Correlation coefficient $r = \frac{Sxy}{Sx\ sy}$

Where Sx and Sy are standard deviations." (2:32)

Placement Accuracy

Comparison

Results - Reading For Understanding Grade Equivalents (See Table #2)
Number of test scores = 49

A five or more error score obtained by a student on items 21-40 of the PCC test was compared with the grade equivalent RFU test score. Five or more errors indicated a grade equivalency of 8.9 or lower.

The comparison showed that 41 students would have been accurately placed which gives a placement accuracy of 84%. Eight (8) students would have been incorrectly placed. However, when a 5 or more error score on items 41-60 was compared with the RFU grade equivalent score the placement accuracy increased to 94%. Only three students would have been incorrectly placed.

Comparison Results -- Nelson-Denny Grade Equivalents (See Table 3)
Number of test scores = 58

A 5 or more error score obtained by a student on items 21-40 of the PCC test was compared with the grade equivalent Nelson-Denny test score. Five or more errors indicates a grade equivalency of 8.9 or lower.

The comparison showed that 52 students would have been accurately placed which gives a placement accuracy of 90 %. Six students would have been incorrectly placed however, when a 5 or more error score on items 41-60 was compared with the Nelson-Denny grade equivalent score the placement accuracy increased to 96 %. Only 2 students would have been incorrectly placed.

Administering

The directions for administering the test are quite simple and self-explanatory. No specifically trained test personnel would be needed. Designated instructors, counselors, or student facilitators could confidently administer the PCC Placement Test.

The placement test does not have a time limit, which I believe is an important asset for the student feels non-threatened. However, the time required for completion of the placement test ranged from six minutes to 45 minutes. The average time turned out to be 14 minutes.

A topic to discuss could be whether or not to set a time limit.

Scoring

Only seconds are necessary for correction when using the Scan-tron answer sheet. It is also quite inexpensive.

Students scores can be placed on a score sheet and then transferred to the placement card.

Interpretation of Scores

A placement score sheet could be developed which would include the student's name, date of test, and the number of errors obtained on items 1-20, 21-40, and 41-60, and any other pertinent data.

A placement interpretation sheet could then be developed which would clarify how to interpret the scores. It would include the following:

Student's Name	A Items 21-40 5 or more errors	B Items 41-60 5 or more errors	Class Recommended
1.	___ yes ___ no	___ yes ___ no	___ Basic ___ Accer
2.	___ yes ___ no	___ yes ___ no	___ Basic ___ Accer
3.	___ yes ___ no	___ yes ___ no	___ Basic ___ Accer

If a yes in column A is checked the recommended placement would be Basic Reading (since 5 or more errors on items 21-40 indicates a grade equivalency below 8.9). Column B should also have the yes checked. However, if the no is checked (which is not likely to occur) it sould be disregarded. When column A is checked yes, the test interpreter need look no further.

If the No in column A is checked (indicating a grade equivalency higher than 3.9). STOP and check column B. If no is checked in column B, the recommended class would be Accelerated Reading. If yes is checked in column B, the recommended class would be Basic Reading.

EXAMPLE:

Student's Name	A Items 21-40 5 or more errors		B Items 41-60 5 or more errors		Recommended class	
Jules Verne	X Yes	No	X Yes	No	X Basic	Accer
Jane Eyre	X Yes	No	Yes	X No	X Basic	Accer
Miles Standish	Yes	X No	Yes	X No	Basic	X Accer
Snow White	Yes	X No	X Yes	No	X Basic	Accer

Since looking at two scores sounded complicated to me at first too, I checked to see if a combined score of columns A and B (10 or more errors) would give me a comparable placement accuracy score. The results show that thirteen (13) students would have been placed inaccurately which gives a placement accuracy of 88 %.

However, an average placement accuracy of 95 % is obtained with the comparing method. The Nelson-Denny standardized test by the way also contains an accuracy of 95 %.

BIBLIOGRAPHY

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2. HP-55 Statistics Programs. Guidebook. Hewlett-Packard Sales and Service.

TOTAL STUDENT SCORES

TABLE I

Student	No. of Errors 21-40	No. of Errors 41-60	N-D Total G.E.	RFU G.E.
1	10	15		4.3
2	2	4		8.3
3	9	16		3.6
4	11	16		3.3
5	0	0		10.7
6	9	16		3.2
7	2	9		8.2
8	6	13		3.4
9	2	5		7.8
10	5	13		7.0
11	2	6		10.7
12	10	16		3.6
13	3	5		8.3
14	14	13		3.2
15	5	8		4.0
16	13	16		3.1
17	8	17		3.8
18	0	0	15.+	
19	1	7	9.1	
20	2	4	12.8	
21	2	14	8.8	
22	0	7		9.9
23	0	4	10.2	
24	6	14	8.5	
25	0	4	14.8	
26	0	2	15.+	
27	1	1	14.+	
28	2	1	15.+	
29	0	7	13.0	
30	1	7	11.8	

Table I
Page 2

Student	No. of Errors 21-40	No. of Errors 41-60	N-D Total G.E.	RFU G.E.
31	1	3	14.1	
32	2	4	12.8	
33	0	6	8.6	
34	2	11		8.8
35	0	1	15.0+	
36	0	1	15.0+	
37	0	2	8.9	
38	0	1	13.7	
39	5	15		9.0
40	14	13		7.6
41	4	13	13.8	
42	0	2	12.0	
43	1	7	10.0	
44	0	4	12.0	
45	3	11		7.6
46	0	3	11.6	
47	3	6	12.6	
48	1	7	13.2	
49	10	13		5.0
50	1	8	11.1	
51	1	4	12.7	
52	1	11		9.9
53	0	1	15.0+	
54	0	3	14.5	
55	0	1	15.0+	
56	3	10	7.5	
57	2	5	12.6	
58	5	13		7.8
59	9	13	7.1	
60	6	13		5.3
61	0	3	11.1	
62	9	15		4.7
63	7	11	8.8	

Table I
Page 3

Student	No. of Errors 21-40	No. of Errors 41-60	N-D Total G.E.	RFU G.E.
64	1	5	14.2	
65	0	3	15.0+	
66	0	10	11.5	
67	2	8		11.9
68	5	8		4.7
69	0	5	13.2	
70	0	14	7.1	
71	5	12		6.3
72	9	14		3.9
73	10	12		5.7
74	10	17		3.8
75	9	9		4.4
76	11	7		3.5
77	6	11		4.7
78	5	12		5.8
79	0	2		13.8
80	0	9		7.8
81	9	7		8.1
82	0	3		7.2
83	0	1		12.5
84	0	1		11.9
85	1	4		9.0
86	1	3		11.3
87	0	2		9.9
88	3	12		10.4
89	1	--		11.0
90	0	4	11.6	
91	0	1	12.3	
92	0	5	13.3	
93	2	14	12.7	
94	1	7	13.1	
95	0	0	15.0+	

Student	No. of Errors 21-40	No. of Errors 41-60	N-D Total G.E.	RFU G.E.
96	0	8	13.1	
97	1	1	15.0+	
98	0	4	14.6	
99	8	15	7.7	
100	17	16	6.0	
101	0	--	15.0+	
102	8	6	9.3	
103	0	3	11.6	
104	1	7	11.5	
105	1	2	12.9	
106	0	5	11.6	

STUDENT RFU SCORES

TABLE II

Students	No. of Errors 21-40	No. of Errors 41-60	RFUGE
1	10	15	4.3
2	2	4	8.3
3	9	16	3.6
4	11	16	3.3
5	0	0	10.7
6	9	16	3.2
7	2	9	8.2
8	6	13	3.4
9	2	5	7.8
10	5	13	7.0
11	2	6	10.7
12	10	16	3.6
13	3	5	8.3
14	14	13	3.2
15	5	8	4.0
16	13	16	3.1
17	8	17	3.8
22	0	7	9.9
34	2	11	8.8
39	5	15	9.0
40	14	13	7.6
45	3	11	7.6
49	10	13	5.0
52	1	11	9.9
58	5	13	7.8
60	6	13	5.3
62	9	15	4.7
67	2	8	11.9
68	5	8	4.7
71	5	12	6.3

Table II
Page 2

Students	No. of Errors 21-40	No. of Errors 41-60	RFUGE
72	9	14	3.9
73	10	12	5.7
74	10	17	3.8
75	9	9	4.4
76	11	7	3.5
77	6	11	4.7
78	5	12	5.8
79	0	2	13.8
81	9	7	8.1
82	0	3	7.2
83	0	1	12.5
84	0	1	11.9
85	1	4	9.0
86	1	3	11.3
87	0	2	9.9
88	3	12	10.4
89	1	--	11.0

NELSON DENNY SCORES

TABLE III

Student	No. of Errors 21-40	No. of Errors 41-60	N-D Total G.E.	RFU G.E.
18	0	0	15.0+	
19	1	7	9.1	
20	2	4	12.8	
21	2	14	8.8	
23	0	4	10.2	
24	6	14	8.5	
25	0	4	14.8	
26	0	2	15.0+	
27	1	1	14.0+	
28	2	1	15.0+	
29	0	7	13.0	
30	1	7	11.8	
31	1	3	14.1	
32	2	4	12.8	
33	0	6	8.6	
35	0	1	15.0+	
36	0	1	15.0+	
37	0	2	8.9	
38	0	1	13.7	
41	4	13	13.8	
42	0	2	12.0	
43	1	7	10.0	
44	0	4	12.0	
46	0	3	11.6	
47	3	6	12.6	
48	1	7	13.2	
50	1	8	11.1	
51	1	4	12.7	
53	0	1	15.0+	
54	0	3	14.5	

Table III
Page 2

Student	No. of Errors 21-40	No. of Errors 41-60	N-D Total G.E.	RFU G.E.
55	0	1	15.0+	
56	3	10	7.5	
57	2	5	12.6	
59	9	13	7.1	
61	0	3	11.1	
63	7	11	8.8	
64	1	5	14.2	
65	0	3	15.0+	
66	0	10	11.5	
69	0	5	13.2	
70	0	14	7.1	
90	0	4	11.6	
91	0	1	12.3	
92	0	5	13.3	
93	2	14	12.7	
94	1	7	13.1	
95	0	0	15.0+	
96	0	8	13.1	
97	1	1	15.0+	
98	0	4	14.6	
99	8	15	7.7	
100	17	16	6.0	
101	0	--	15.0+	
102	8	6	9.3	
103	0	3	11.6	
104	1	7	11.5	
105	1	2	12.9	
106	0	5	11.6	

MATH PLACEMENT TEST

INFORMATION ABOUT THE MATH TEST OF THE PLACEMENT BATTERY

The Math test is really three different tests, but a student takes only one, depending on the chosen curriculum and the level of math classes completed. These three math tests, which were developed by the Chemeketa Math Department, have the capacity to measure entering skill levels needed for the full range of Chemeketa Math classes.

MATHEMATICS PLACEMENT TEST

(Test Selector Page)

MATH CLASSES COMPLETED			
General Math	Take Green Test Start on Page 1	Take Green Test Start on Page 1	Take Red Test Start on Page 3
1 Year of Algebra	Take Green Test Start on Page 1	Take Red Test Start on Page 3	Take Red Test Start on Page 3
2 Years of Algebra (With or without Geometry)	Take Red Test Start on Page 3	Take Red Test Start on Page 3	Take Yellow Test Start on Page 7
4 Years of College Prep Mathematics	Take Yellow Test Start on Page 7	Take Yellow Test Start on Page 7	Take Yellow Test Start on Page 7
Curriculum	Agriculture Business Food Service Early Childhood Education Aide Fire Protection Forestry Health Occupations Secretarial Sci. Automotive Tech Machine Shop Welding Welding and Fab. Well Drilling Visual Communications Undecided	Bldg. Inspector Criminal Justice Drafting Electronics Engineering Chem Tech	Lower Division Transfer

Do not use a calculator

1. On a scale drawing where 4 inches represents 76 feet, how many inches would be needed to represent 399 feet?

   A. $5\frac{1}{4}$ B. 21 C. 19 D. 304 E. 57

2. On the five work days this week James completed the following assemblies: 8, 14, 10, 13, and 15. What was his average per day?

   A. 13 B. 5 C. 12 D. 60 E. 14

3. In the number 6.4327, the value represented by the 2 is:

   A. more than 1/10 B. more than 1/100 but less than 1/10

   C. more than 1/1000 but less than 1/100 D. less than 1/1000

   E. not enough information is given to tell.

4. 6 ÷ 24 = ?

   A. 4 B. 3 C. .25 D. 1/3 E. 144

5. If one lemon makes 3 1/2 cups of lemonade, how many lemons are needed for 210 cups?

   A. 42 1/2 B. 70 C. 80 D. 88 1/2 E. 60

6. In $.03\overline{)14.738}$ the answer will be:

   A. larger than 4000 B. between 400 and 4000 C. between 40 and 400

   D. less than 40 E. not enough information is given to tell.

7. 6 5/8 - 1/2 = ?

   A. 6 1/8 B. 6 3/8 C. 6 1/4 D. 5 7/8 E. 6 4/6

8. 16/25 is equivalent to:

   A. .75 B. .64 C. .60 D. .54 E. .40

9. The area of a triangle is given by A = .5 bh, where b is the base and h is the height. Find the area of a triangle that has a base of 7 inches and a height of 5 inches.

   A. 6 B. 17.5 C. 12.5 D. 35 E. 57.5

10. 300 percent of 25 = ?

    A. 75 B. 28 C. 8 1/3 D. 7 1/2 E. 12

11. John has 8 pair of blue socks. He knows that 40% of his socks are blue. How many pairs of socks does he have altogether?

    A. 32 B. 3 C. 50 D. 20 E. 5

12. The 3 percent sales tax on an $825 purchase would be:

    A. $80.75 B. $30.75 C. $22.75 D. $25.75 E. $24.75

13. Sally earns $800 each month. She puts $40 into her savings account on the first of every month. What percent of her pay does she save?

    A. 5% B. 32% C. 2% D. 20% E. 24%

14. If the 189 girls were 42% of the school enrollment, how many boys do they have?

    A. 79 B. 110 C. 326 D. 268 E. 261

15. An item costing $208, costs 160% more than it did 17 years ago. How much did it cost then?

    A. $520 B. $332.80 C. $124.80 D. $80 E. $130

16. Pete has 80 red marbles and 60 yellow marbles. Approximately what percent of his marbles are red?

    A. 125% B. 57% C. 75% D. 42% E. 133%

17. The discount on a pair of skis is $42. They were advertised at 30% off. What is the sale price?

    A. $54.60 B. $60 C. $98 D. $140 E. $71.40

18. A suit had a selling price of $105. The markup was 40% based on cost. What was the cost?

    A. $75 B. $42 C. $63 D. $262.50 E. $147

19. Jay had net earnings of $560 after deductions of 20% for taxes. What was his gross earnings?

    A. $700 B. $112 C. $672 D. $2800 E. $448

20. Find the single payment amount due to pay off a loan of $200 for 5 months at 6%.

    A. $5 B. $60 C. $83 D. $212 E. $205

RED TEST
(Do not use a calculator)

I. DO ONLY FIVE (5) OUT OF THE SEVEN (7) IN THIS SECTION.

1) Solve: $\frac{2}{3} + \frac{5}{6} =$

(a) $\frac{7}{9}$ (b) $\frac{1}{2}$ (c) $1\frac{1}{2}$ (d) $1\frac{1}{3}$ (e) 1

2) Solve: $3\frac{1}{2} + \frac{9}{10} =$

(a) $2\frac{1}{2}$ (b) $3\frac{3}{20}$ (c) $1\frac{7}{20}$ (d) $1\frac{2}{3}$ (e) $3\frac{8}{9}$

3) The enrollment in a college increased from 2000 to 2460. Find the percent of increase.

(a) 81% (b) 23% (c) 19% (d) 123% (e) 46%

4) 24 is 40% of what number?

(a) 60 (b) 8.6 (c) 166 (d) 86 (e) 1.66

5) Find the area of a rectangle with length 12.2 meters and width 4.6 meters:

(a) 66.02 sq. m. (b) 132.0 sq. m. (c) 561.2 sq. m.

(d) 56.12 sq. m. (e) 33.6 sq. m

6) In a partnership, the profit for a year was $36,000. If the partners split the profit in a ratio of 5 to 3, what did each receive?

(a) $60,000 and $24,000 (b) $24,000 and $12,000

(c) $13,500 and $22,500 (d) $10,800 and $25,200

(e) $7,200 and $27,800

7) What would be the longer side of an enlargement for a 3 x 4 snapshot if the shorter side is $9\frac{1}{4}$ inches?

(a) $10\frac{1}{4}$ (b) $12\frac{1}{3}$ (c) 13 (d) $12\frac{1}{12}$ (e) 15

II. DO ONLY FIVE (5) OUT OF THE SEVEN (7) IN THIS SECTION.

8) Simplify: $7 - 2(8 + 4) - 7(2 - 5) =$

(a) 36 (b) 4 (c) 81 (d) −38 (e) 39

9) Given $a = 2$, $b = -3$, $c = 4$, evaluate $\frac{2b - 15a}{3c}$

(a) 3 (b) −3 (c) −2 (d) 2 (e) 5

10) Simplify: $x^2 - 2x + xy - y + 3x^2$

(a) $2x^2 + x$ (b) $3x$ (c) $4x^2 - 2x + xy - y$

(d) $6x^2 + xy - y$ (e) $5x^2 + 2xy$

11) Solve for x: $\frac{3x}{4} - 7 = x - 11$

(a) $x = 72$ (b) $x = -16$ (c) $x = 16$ (d) $x = -4$

(e) $x = 4\frac{1}{2}$

12) Simplify as far as possible: $(\sqrt{24})\ (\sqrt{12})$

(a) $12\sqrt{2}$ (b) $\sqrt{288}$ (c) $2\sqrt{6}\sqrt{12}$ (d) $2\sqrt{72}$ (e) $4\sqrt{6}\sqrt{3}$

13) Simplify: $\frac{15x^2y^3 - 10x^4y}{5xy}$

(a) x^5y^3 (b) $20x^3y^4 - 15x^5y^2$ (c) $10xy^2 - 5x^3y$

(d) $3xy^2 - 2x^3$ (e) $x^{-3}y$

14) There was a total of 72,100 votes cast in an election. The 18 to 21 age group cast 6,900 less votes than all others. How many votes did the 18 to 21 age group cast?

(a) 32,600 (b) 79,000 (c) 22,600

58,300 (e) 65,200

III. DO ONLY FIVE (5) OUT OF THE SEVEN (7) IN THIS SECTION.

15) A circular hole of area 36π square centimeters is to be made in a metal plate. What is the radius of the circle?

(a) 4 cm. (b) 18 cm. (c) $3\sqrt{2}$ cm. (d) 3 cm. (e) 6 cm.

16) Find the length of the hypotenuse of a right triangle with legs 5 inches and 12 inches.

(a) 13 inches (b) 60 inches (c) 30 inches

(d) 17 inches (e) 7 inches

17) If $A = \{2,3,5,6\}$ and $B = \{1,3,6\}$, find $A \cap B$.

(a) $\{4\}$ (b) $\{1,2,3,5,6\}$ (c) $\{2,5\}$ (d) $\{3,6\}$

(e) $\{1,2,5\}$

18) What property of real numbers is illustrated by: $a(b + c) = (b + c)a$

(a) Distributive Property (b) Commutative Property

(c) Closure Property (d) Associative Property

(e) Symmetric Property

19) Factor completely: $6x^2 + 18x - 24$

(a) $(6x + 24)(x + 1)$ (b) $x^2 + 3x - 4$ (c) $(2x - 12)(3x + 2)$

(d) $6(x + 4)(x - 1)$ (e) $(6x - 8)(x + 3)$

20) Solve this system of linear equations:

$$3x + y = 2$$
$$8x - 3y = 28$$

(a) $x = -1, y = 5$ (b) $x = -22, y = 68$ (c) $x = 2, y = -4$

(d) $x = 0, y = -8$ (e) $x = 0, y = -16$

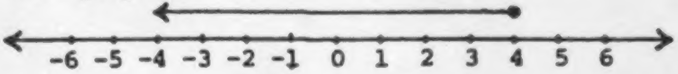
21) Solve for x: $x^2 - 10x + 21 = 0$

(a) $\{1,-21\}$ (b) $\{-3\}$ (c) $\{-7,3\}$ (d) $\{3,7\}$

(e) $\{21,0\}$

IV. DO ONLY FIVE (5) OUT OF THE SEVEN (7) IN THIS SECTION.

22) Give the set notation for this graph:



(a) $\{0,1,2,3,4,\ldots.\}$ (b) $\{x|-4 \leq x \leq 4, x\varepsilon I\}$

(c) $\{x|x \leq 4, x\varepsilon R\}$ (d) $\{x|-4 \leq x \leq 4, x\varepsilon R\}$

(e) $\{\ldots.,-2,-1,0,1,2,3,4\}$

23) Multiply and simplify: $(a+2b)(a^2-2ab + 4b^2)$

(a) $a^3 + 8b^3$ (b) $a^3 + 8ab^2 + 8b^3$ (c) $a^3 + 4ab^2 + 8b^3$

(d) $a^3 + 4a^2b - 4ab^2 + 8b^3$ (e) $a^3 - 4a^2b + 8b^3$

24) Solve for x: $6 - 7x < 4x - 16$

(a) $x < \frac{10}{11}$ (b) $x > 2$ (c) $x < \frac{-22}{3}$ (d) $x < 2$ (e) $x > 7$

25) Simplify: $\left[\frac{-22x^5y^7}{11x^6y^5}\right]^4$

(a) $-16x^5y^6$ (b) $-8x^4y^8$ (c) $\frac{-22x^9y^{11}}{11x^{10}y^9}$ (d) $(-2xy^2)^4$

(e) $\frac{16y^8}{x^4}$

26) Combine and simplify: $\sqrt{54} - \sqrt{24} + \sqrt{150}$

(a) $6\sqrt{6}$ (b) $-4\sqrt{6}$ (c) $\sqrt{-120}$ (d) $-\sqrt{120}$ (e) $\sqrt{180}$

27) Solve for x: $(x + 4)(x - 2) < 0$

(a) $x < 0$ (b) $-4 < x < 2$ (c) $-2 < x < 4$ (d) $x > 4$ and $x < -2$

(e) $x < -4$ and $x > 2$

28) Which of these relations is also a function?

(a) $\{(4,5), (4,6), (4,7), (4,8)\}$ (b) $\{(2,9), (4,3), (2,8), (5,1)\}$

(c) $\{(6,6), (5,5), (5,6), (6,5)\}$ (d) $\{(1,9), (2,9), (1,8), (2,8)\}$

(e) $\{(1,2), (4,3), (2,3), (3,4)\}$

CHEMEKETA COMMUNITY COLLEGE
4389 Satter Drive N.E.
Salem, Oregon 97303

Yellow Test
(Do not use a calculator)

I. GIVE THE CORRECT ANSWER FOR EACH OF THESE TEN PROBLEMS.

1.) If $A = \{2,3,5,6\}$ and $B = \{1,3,6\}$, find $A \cap B$.

a. $\{4\}$ b. $\{1,2,3,5,6\}$ c. $\{3,6\}$ d. $\{2,5\}$ e. $\{1,2,5\}$

2.) What property of real numbers is illustrated by: $a(b + c) = (b + c)a$

a. Commutative Property b. Distributive Property c. Closure Property

d. Associative Property e. Symmetric Property

3.) Multiply and simplify: $(a + 2b)(a^2 - 2ab + 4b^2)$

a. $a^3 + 4ab^2 + 8b^3$ b. $a^3 + 4a^2b - 4ab^2 + 8b^3$ c. $a^3 - 4a^2b + 8b^3$

d. $a^3 + 8b^3$ e. $a^3 + 8ab^2 + 8b^3$

4.) Simplify: $\left[\dfrac{-22x^5y^7}{11x^6y^5}\right]^4$

a. $-16x^5y^6$ b. $-8x^4y^8$ c. $\dfrac{16y^8}{x^4}$ d. $(-2xy^2)^4$ e. $\dfrac{-22x^9y^{11}}{11x^{10}y^9}$

5.) Solve for x: $6 - 7x < 4x - 16$

a. $x < \frac{10}{11}$ b. $x > 2$ c. $x < \frac{-22}{3}$ d. $x < 2$ e. $x > 7$

6.) Factor completely: $6x^2 + 18x - 24$

a. $(6x + 24)(x + 1)$ b. $x^2 + 3x - 4$ c. $(2x - 12)(3x + 2)$

d. $6(x + 4)(x - 1)$ e. $(6x - 8)(x + 3)$

Yellow Test

7.) Solve this system of linear equations: $3x + y = 2$
$8x - 3y = 28$

a. $x = -1, y = 5$ b. $x = -22, y = 68$ c. $x = 6, y = -16$

d. $x = 0, y = -8$ e. $x = 2, y = -4$

8.) Solve for x: $x^2 - 10x + 21 = 0$

a. $\{3,7\}$ b. $\{-3\}$ c. $\{-7,3\}$ d. $\{1,-21\}$ e. $\{21,0\}$

9.) Solve for x: $(x+4)(x - 2) < 0$

a. $x < 0$ b. $-4 < x < 2$ c. $-2 < x < 4$ d. $x > 4$ and $x < -2$

e. $x < -4$ and $x > 2$

10.) Combine and simplify: $\sqrt{54} - \sqrt{24} + \sqrt{150}$

a. $\sqrt{180}$ b. $-\sqrt{120}$ c. $\sqrt{-120}$ d. $-4\sqrt{6}$ e. $6\sqrt{6}$

II. DO ONLY FIVE (5) OUT OF THE SEVEN (7) IN THIS SECTION.

11) Specify the domain that would yield only real numbers y in the range $y = \sqrt{16 - x^2}$

a. $\{x|x \le 4\}$ b. $\{x|x \le 0\}$ c. $\{x|x \ne 4, x \ne -4\}$ d. $\{x|-4 \le x \le 4\}$

e. $\{x|0 \le x \le 4\}$

Yellow Test

12) Which of these relations defines a function of x ?

a. $\{(x,y) \mid x^2 + y^2 = 9\}$ b. $\{(x,y) \mid y = 2x + 5\}$ c. $\{(x,y) \mid x = -3\}$

d. $\{(x,y) \mid x = 4y^2\}$ e. $\{(x,y) \mid y^2 = x^2 + 16\}$

13) If $f(x) = 2x^2 + 1$ and $g(x) = x - 2$, find $f(-2) + g(1)$

a. 8 b. -10 c. 9 d. -8 e. 6

14) Find the zeros of the function: $f(x) = 2x^3 + x^2 - 13x + 6$

a. $\{\frac{1}{2}, \frac{-1 + i\sqrt{23}}{2}, \frac{-1 - i\sqrt{23}}{2}\}$

b. $\{-3, \frac{5+\sqrt{41}}{4}, \frac{5-\sqrt{41}}{4}\}$

c. $\{2, \frac{-3}{2}, -1\}$

d. $\{2, -3, \frac{1}{2}\}$

e. $\{2, \frac{-3}{2}, 1\}$

15) Evaluate $\log_3 9$

a. $\frac{1}{3}$ b. 27 c. 2 d. 3 e. 6

16) Expand this determinant: $\begin{vmatrix} 2 & 0 & 1 \\ 1 & 1 & 2 \\ -1 & 0 & 1 \end{vmatrix}$

a. 1 b. -3 c. 3 d. -1 e. 7

17) Solve this system of equations:

$$\begin{aligned} 3x - y - 4z &= 7 \\ 2x + 3y + 5z &= 8 \\ 5x - 2y - 6z &= 10 \end{aligned}$$

a. (1,0,-1) b. (2,3,-1)

c. (0,1,-2) d. (2,0,0) e. (1,-5,0)

III. DO ONLY (5) OUT OF THE SEVEN (7) IN THIS SECTION.

18) In the figure, $x = ?$

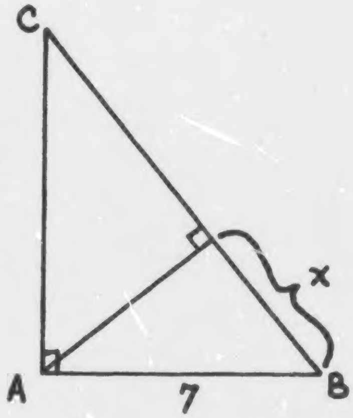
a. $7 \cos B$

b. $7 \cos C$

c. $7 \sin B$

d. $\frac{7}{\cos B}$

e. $\frac{7}{\sin C}$



19) If $\tan \alpha = \frac{2}{3}$ and α is in Quadrant I, find $\sin \alpha$.

a. $\frac{3}{2}$ b. $\frac{2}{5}$ c. $\frac{3}{5}$ d. $\frac{3}{\sqrt{13}}$ e. $\frac{2}{\sqrt{13}}$

20) Find the general solution set for: $\cos^2 x = 0$

a. $\{x \mid x = k\frac{\pi}{2}$, k any integer$\}$

b. $\{x \mid x = \frac{\pi}{2} + k\pi$, k any integer$\}$

c. $\{x \mid x = k\pi$, k any integer$\}$

d. $\{x \mid x = \frac{\pi}{4} + \frac{k\pi}{2}$, k any integer$\}$

e. $\{x \mid x = k\frac{\pi}{4}$, k any integer$\}$

21) Given $\vec{V}_1 = (3,-2)$, $\vec{V}_2 = (4,3)$, $C = 3$, find $C\vec{V}_1 - \vec{V}_2$

a. (-3,-15) b. (5,-5) c. (5,-9) d. (13,1) e. (5,-3)

22) Given $z_1 = 3 - i, z_2 = 4 + 2i$, find $z_1 \cdot z_2$

a. $14 + 2i$ b. $10 + 2i$ c. $7 + i$ d. $12 - 2i$ e. 16

Yellow Test

23) The coordinates of the point on the unit circle given by $P(\frac{7\pi}{4})$ are:

a. $(\frac{1}{2}, \frac{-1}{2})$

b. $(-\frac{\sqrt{2}}{2}, \frac{\sqrt{2}}{2})$

c. $(\frac{-1}{2}, \frac{1}{2})$

d. $(\frac{-\sqrt{2}}{2}, \frac{-\sqrt{2}}{2})$

e. $(\frac{\sqrt{2}}{2}, \frac{-\sqrt{2}}{2})$

24) Find $(-1+i)^4$

a. $1+i$ b. 3 c. -4 d. $4+i^4$ e. 2

MATHEMATICS PLACEMENT TEST

Answer Keys

Chemeketa Community College
Mathematics Placement Test

NAME: Mr. Key
DATE: ____________________

Prepared by
Department of Mathematics

Answer Sheet for Green Test

1. b
2. c
3. c
4. c
5. e
6. b
7. a
8. b
9. b
10. a
11. d
12. e
13. a
14. e
15. d
16. b
17. c
18. a
19. a
20. e

CHEMEKETA COMMUNITY COLLEGE
MATHEMATICS PLACEMENT TEST

NAME: Mr. Key
DATE: ____________

Prepared by
Department of Mathematics

Answer Sheet for Red Test

I. DO ONLY FIVE (5) OUT OF THE SEVEN (7) IN THIS SECTION. MARK AN "X" FOR THE TWO (2) YOU CHOOSE TO OMIT.

1. c
2. e
3. b
4. a
5. d
6. c
7. b

II. DO ONLY FIVE (5) OUT OF THE SEVEN (7) IN THIS SECTION. MARK AN "X" FOR THE TWO (2) YOU CHOOSE TO OMIT.

1. b
2. b
3. c
4. c
5. a
6. d
7. a

III. DO ONLY FIVE (5) OUT OF THE SEVEN (7) IN THIS SECTION. MARK AN "X" FOR THE TWO (2) YOU CHOOSE TO OMIT.

1. e
2. a
3. d
4. b
5. d
6. c
7. d

IV. DO ONLY FIVE (5) OUT OF THE SEVEN (7) IN THIS SECTION. MARK AN "X" FOR THE TWO (2) YOU CHOOSE TO OMIT.

1. c
2. a
3. b
4. e
5. a
6. b
7. e

CHEMEKETA COMMUNITY COLLEGE
MATHEMATICS PLACEMENT TEST

NAME: Mr. Key
DATE:

Prepared by
Department of Mathematics

Answer Sheet for Yellow Test

I. DO ALL TEN (10) IN THIS SECTION.

1. c
2. a
3. d
4. c
5. b
6. d
7. e
8. a
9. b
10. e

II. DO ONLY FIVE (5) OUT OF THE SEVEN (7) IN THIS SECTION. MARK AN "X" FOR THE TWO (2) YOU CHOOSE TO OMIT.

1. d
2. b
3. a
4. d
5. c
6. c
7. b

III. DO ONLY FIVE (5) OUT OF THE SEVEN (7) IN THIS SECTION. MARK AN "X" FOR THE TWO (2) YOU CHOOSE TO OMIT.

1. a
2. e
3. b
4. c
5. a
6. e
7. c

MATHEMATICS PLACEMENT CHART

Green Test

# Correct	Suggested Class
0 - 10	4.200
11 - 16	4.201, or 4.202
17 - 20	6.918

Red Test

# Correct	Suggested Class
0 - 4	4.200
5 - 8	4.202, or Mth 10
9 - 10	4.204, or Mth 10
11 - 16	6.261, or Mth 95
17 - 20	6.261, or Mth 101

Yellow Test

# Correct	Suggested Class
0 - 5	Mth 95
6 - 11	Mth 101
12 - 16	Mth 102, or Mth 103, or Mth 106
17 - 20	Mth 200

OBJECTIVE 4:

To identify and recommend methods of recruiting students from academically deprived backgrounds.

Bonnie Orr
Linn Benton Community College

ABSTRACT

This paper is a compilation of methods of recruitment and retention of the academically disadvantaged students to the community college mentioned in the current literature and in interviews with people involved in recruiting programs. A discussion of the principles of recruitment is followed by a discussion of the target population. A suggested program for needs' assessment to determine the direction of the recruitment campaign includes a list of sources and resources.

The backbone of any recruiting program is the recruiter. Desirable training and characteristics of a recruiter are discussed. A distinctive type of recruiter is needed to implement a recruitment program aimed at the academically disadvantaged. Reaching the target population can be achieved through effective management of publicity. The paper outlines suggested methods of attracting students with various forms of publicity.

One section of this paper discusses methods for helping potential students make the commitment to come to the community college. Retention is equally as important as recruitment, and means of enhancing retention of the target population in college programs are listed.

The final portion of the paper discusses the changes that may be necessary in the college curriculum, staffing, or philosophy in order to conduct a successful recruitment and retention campaign.

TABLE OF CONTENTS

INTRODUCTION
I WHAT IS RECRUITMENT?
II WHO ARE THE ACADEMICALLY DISADVANTAGED?
III WHO IS THE TARGET POPULATION?
IV WHO IS A RECRUITER?
V HOW IS THE WORD SPREAD?
VI HOW IS THE STUDENT COMMITMENT MADE?
VII HOW TO HELP STUDENTS STAY ENROLLED
VIII SUMMARIES OF INTERVIEWS

INTRODUCTION

The suggestions in this paper are methods for recruitment of academically disadvantaged students to the community college that have been mentioned in the literature. The suggestions are comprehensive and inclusive so that they can be used by any community college program to recruit a particular target group for a selected program.

Some terms defined:

Target Population

The group of people the recruitment campaign is aimed because they are considered to be potential students in a particular community college program.

Recruiter

The person or persons who present the community college programs to the target population, encourage people to make a commitment to attend the community college, and follow-up during the semester or school year to be aware if the students' needs are being met.

Recruitee

A member of the target population who has made a commitment to enroll in a particular community college or community college program.

Gender

Because it is less distracting, the traditional form of he, him, his, rather than female or combination he/her forms of pronouns, is used. This does not imply that all recruiters or recruitees are male.

WHAT IS RECRUITMENT?

"Recruitment is the aggressive attraction of all community citizens for consideration of the opportunities and advantages of our wide range of public educational offerings." (Edward Ellis)

Recruitment is active rather than passive. An example of passive recruitment is a student discovering about a program via the "grapevine." Active recruitment is well-organized, comprehensive and personalized. It is active because it continually seeks new ways of initiating contact with potential students and offers those persons the opportunity to know the complete information about a particular college program.

An essential corollary for recruitment is retention. Retention, program completion, goal achievement, acquisition of skills, etc., is the end result of recruitment. The actual process of recruitment is only half of the responsibility of the recruiter. Many times recruitment and retention are seen as different areas and different college staffs work with the two phases of attracting the student to the college. The recruitment methods and follow-up of recruitment establish the foundation for successful retention. Retention must be considered a part of the recruitment campaign from the beginning.

There are four basic principles in retention and recruitment:

1. There has to be a program, course of study, or "major" to recruit people into. A recruiter cannot invite people to attend the college without assuming some responsibility for the outcome. People are going to want some guaranteed benefit.

2. Recruitment programs must reflect the highest moral and ethical standards. Increased FTE and names on a success roster are not the goals of recruitment.

3. The recruiter should not set up the academically disadvantaged student for discouragement, experiencing another failure, dropping out or being dropped out with smashed dreams and expectations. Those involved in the recruitment program have an obligation to candidly tell students what likelihood they have of being admitted to a program, what they can expect from a program, what they will likely be experiencing in the class room, how they can procure financial aid and the problems of dealing with red tape. The prospective student must be informed that he most likely will be asked to perform academically at different levels and he needs to be informed of the likelihood of achieving his goal or graduating. The student needs accurate honest information about the rigors of academic life and an accurate picture of chosen programs before they enroll. Most students change goals or drop out because the program was "not what I thought it would be like." The student must be made aware that he can be the victim of discrimination whether it be a student in a field dominated by the opposite sex, or

racial and ethnical feelings by the majority population of the college.

4. There should be a clear statement of what an "open door college" is, and that even though a student can enroll in the college, he must meet certain standards to enroll in some programs. In addition, if the college is going to recruit academically disadvantaged students, the college needs special program and support services to meet the needs of those students who don't necessarily have the needs or qualifications of the "traditional" transfer student or vocational student.

5. The college must have an on-going financial commitment to recruitment. Recruitment and retention are a continuous long-range program. A fiscal year allocation, or a one-time grant of monies is only sufficient to gear up a program, not to make a successful program that continues to meet the needs of the recruitee.

WHO ARE THE ACADEMICALLY DISADVANTAGED?

The academically disadvantaged are persons in the community who have not had the opportunity, or who have not taken the opportunity, to prepare themselves in academic skills that are necessary to be functional either in a community college course of study, in a job, or in society and therefore cannot fulfill their aspirations and potential for a worthwhile life. They are handicapped, disabled, welfare recipients, homemakers, mature women, veterans, high school dropouts, ESL, parolees, senior citizens, and others who need career enhancement or skills retraining.

The academically disadvantaged are determined to be so by high school GPA, standardized test scores, self-referral or faculty recommendations at the community college. However, lack of performance in high schools or on standardized tests does not imply that no learning has taken place or that there is a lack of potential to learn. The community college can justify remedial efforts and special support services as a means of providing a final opportunity and encouragement for students to demonstrate prior learning and the capabilities for new learning. (Many times standardized test scores are low because the test required reading skills the student does not have, therefore, he was not able to demonstrate his other skills in a test performance.)

The High School Dropout has not had an equivalent educational opportunity in high school. Often his culture is a minority culture. He has had low level academic achievement and encouragement at home. He is often from a lower socioeconomic family. He is accustomed to academic failure; he was rejected by his teachers as incapable, and he has learned to accept "social passes." He was bored in class, and he has built-in defense mechanisms and rationalizations for not doing well in school. Generally, he dropped out between the 9-11 grade. If he makes the decision to come back to school, he will need developmental course work to learn the skill necessary for academic success.

The Mature Woman is ready to return to school because of a change in her lifestyles. Often the children are grown and her marital status has changed. She has not been in school for nearly 20 years and has used little of the academic skills she once knew, although her living and survival skills are finely polished. If she married and began a family young, she may not have completed high school. She could be of a lower socioeconomic family or a member of a minority race. If she is in a transitional phase and has children, she will need child care services and financial aid.

The Veteran has at least a partial way to support himself with Veterans' Benefits. He is either middle aged, having retired after 20 years in the military, and is seeking new job skills, or he is in his 20's and looking for a civilian job or transfer credits. This latter group often joined the military because they had less than a 2.0 GPA in high school or college work and dropped out of school to find another way to be a success. Many times the veteran has completed a GED or some other schooling in the military. Generally, the persons in this group still need some work in basic academic skills. If the person was drafted into the military, they may be impatient to get on with life and to gain a saleable skill.

The Disabled. The disabled person often suffered an injury on the job and now must learn a new skill to support himself. He is at times unwilling to take classes he finds are not relevant and directly applicable to his new goal. Counseling support is usually available through DVR, but a sensitive recruiter and college staff must be tuned into the adjustments the disabled is making in his lifestyle.

The Senior Citizens are ready to go to school to learn: more about life, coping with old age, catching up on the skills and interests he has not had time to do during his working or child-rearing years. He wants to reach his short term goals in skills he can use immediately. Many of these people need remedial skills because they did not have the opportunity for high school or college training when they were younger, or because of disuse of academic skills for long periods of time.

The Parolee is often of a minority race and ethnic background. He often is a high school dropout with poor academic skills. He is eager to learn a skill in order to establish a lifestyle in the mainstream of society. He seeks vocational or academic skills and some personal living skills.

The Welfare Recipient is often ready to learn a skill to be employable for long-term work. He has an immediate goal that must be met and he needs financial help to reach that goal.

The English As A Second Language person is a recent immigrant to the United States. (He may not speak English or is illiterate in his native language as well as English.) He has a goal of maintaining his self-concept and making a living. He needs job skills and basic work in communication skills.

The Handicapped. A person termed handicapped can be limited physically, emotionally or mentally. They are all persons with ability. The physically handicapped person needs a barrier-free campus in order to pursue his goal at the community college. The emotionally or mentally handicapped persons need programs with support staff and appropriate training courses with viable job options. These are some of the clients that the recruiter will see when he begins working with academically disadvantaged students.

Some college recruiters think of going to the high school to solicit new students for the upcoming academic year. Community colleges continue to seek new enrollments from the high school graduates even though only a minority of the community college students are under 21. Recruitment campaigns in the high schools will not attract the academically disadvantaged. Academically disadvantaged seniors have already decided that college is not for them. (Many of them are unaware of the community college programs.) They feel they are not "college material." They are unaware of the open-door policy, the cost of college education, financial aid available, developmental education courses, and vocational training. They are usually in the lower half of the graduating class and they lack confidence in their ability and often feel the community college would work against them just as other educational institutions have.

The appropriate time for the community college recruiter to approach the high school graduates is during their freshman and sophmore year in high school. They need to be educated to the idea that college is possible, that it is possible for them, and their families need to know of the options available in financial aid and specific programs.

WHO IS THE TARGET POPULATION?

The first step in recruitment (sometimes before the recruiters are hired), is a needs assessment. Needs assessment is necessary because the location of the potential population must be determined, the types of programs to be offered must be determined and designed, and the publicity to attract the student must be aimed at the appropriate population.

Many community college recruitment programs have not done a formal needs assessment. Some programs rely on (1) the "gut" feelings of the administrators or teachers who have been at the college for a long time, (2) recruit students because of a grant aimed toward the education of a particular disadvantaged group, or (3) use the advisory board in different programs to determine if there is a need for a greater recruitment effort in a particular area. This type of needs assessment does work, has worked and will work--sometimes. A formal needs assessment, although more costly and time consuming, is a more effective means of clearly defining your target population and designing your recruitment campaign.

Following are some components of needs assessments surveys that have been used or are recommended as effective means of establishing the groundwork for recruitment.

A. Within the college:

1. Determine who is attending the community college currently, and if the needs of the current students are being met before attempting to attract an entirely new population.

2. Assess what programs are being offered currently and how good they are. Use student input to evaluate the programs.

3. Identify college strengths in academic and vocational areas, locale and physical layout of the buildings.

4. Determine how much financial aid is available at the college, how much of it is being used, what percentage of the students receive financial aid.

5. Determine the median age of the current population.

6. Determine what times most students attend classes and where are the classes held.

B. The next step in needs assessment is to look outside the college and in the community. Determine who the community target groups are, where you get information about the groups, and what information you want about them.

1. Conduct a study of the demographic characteristics. Determine

what the annual income, educational level and unemployment rate are for the population in various sections of the community. Determine how old the population is and what trends in age change are occurring. Check for information about occupations, salary range, voting records, organizations and unions. Be aware of the physical setting, the climate and seasonal changes that can affect the ability of persons attending the community college.

2. Study the clientele of the other public agencies; such as, welfare, employment office, agricultural extensions. Contact agency representatives of programs such as, RISE, WIN, CETA and Vocational Rehabilitation.

3. Determine what industries exist in the area, what skills are needed for employees, and what skills employees need to upgrade. Determine future and current economic needs in the area.

4. Consult with business, education, industry, and social leaders in the community.

5. Determine what other educational institutions, clubs, churches, etc., are doing to educate segments of the population.

6. Determine what the public and private transportation systems are, and what type of long range planning has been done in this area.

7. Determine the work hours and work shifts that are most frequently used in the local economy.

Some sources to find the above information are:

city and county offices
U.S. Census
National Center for Educational Statistics
Office of Education on both state and federal level
School boards
Regional Economist - Manpower Specialists
City directory
County assessor
Local census data
Human Resources Division
Chamber of Commerce
National Association of College Administrators and Counselors
American Personnel and Guidance Association
American Council on Education
Religious leaders in the community
ACLU, League of Women Voters, United Way
The staff at the college - especially those who have liaison with the public, i.e., Cooperative Work Experience and placement offices, vocational departments, athletic departments, counseling, financial aid, the Office of the President.

WHO IS A RECRUITER?

Nearly all people who have been involved in recruitment programs assert that the person or persons who are hired to do the recruitment, make or break the recruitment program. The recruiter is the person who has direct contact with the potential student, and is the representative of the college to the target population.

The recruiter needs to be personable, sensitive and aware. Many authorities recommend that the recruiter be a member of the target population. As a member of this population, the recruiter would understand the inhibitions and workings of the culture that he is recruiting from, and would be aware of the attitudes and concepts of the potential student. A recruiter from the target group would not only mean a member of a racial or ethnic group, but also a handicapped recruiter who is really aware of what "barrier-free campus" means, or a signing recruiter for deaf people who really knows what it is like to be involved in campus life, or a recruiter who dropped out of high school and then went back to complete a GED.

A recruiter should be a self-actualizing person who is open to experience, accepting, caring, supportive, non-judgmental, understanding, and inner-directed.

A recruiter risks involvement with others. He should feel that man is basically good, friendly, dependable, helpful, trustworthy.

A recruiter is flexible and permissible and can explain his decisions and take criticisms.

A recruiter is capable of responding to motivation in others. He can listen, "plug into" unique goals and values, understand and respond to others' goals and sense of direction. He can help others perceive differently, and he can encourage others to take an active involvement and participation in their life planning.

The recruiter is a full-time staff member, a professional and knows the college staff, philosophy and programs. He has regular secretarial support services.

Student recruiters are often mentioned in the literature. A detachment of work-study students are sometimes used as recruiters, especially when they are members of the target population. They serve as role models, as well as effective contacts with the target population. Graduates of programs that have been designated for the recruitment campaign are also effective recruiters as model "success story" persons. These people can be involved on the personal level or else stories and pictures of them can be incorporated into a tape slide show.

Volunteer recruiters are a valuable asset to any campaign. They can be solicited from a broad range of civic, social and professional organizations that are looking for annual community service projects. Most authorities agree that volunteer recruiters be used only in conjunction with full time professionals who can direct and coordinate their valuable contributions.

No matter who is recruiting, the following characteristics are requisite in the recruiter:

1. The recruiter must have the ability to communicate with many types of people in and out of the target population. Many times an advisory board or the board of college governors must be approached by the recruiter for funding or endorsement.

2. The recruiter needs to know the community and its physical locale as well as its organization structure, its leaders, its needs and other organizations that can meet the specific non-educational needs of the target population.

3. The recruiter needs to know the education system, the job market and economic forecasts for the community and surrounding areas. The recruiter must know of employment opportunities if the student should choose to work and go to school at the same time, and financial aid opportunities, not just through the college, but through organizations in the community.

4. The recruiter must be accepted in the community, especially among the members of the target population. He must attend meetings in the community and by becoming well known, make his program well known. He must be capable of working directly with other community organizations and be active and visible so that other organizations will recommend him and his program to their clients. He must be able to work with other program personnel that are serving the target population.

5. The recruiter must be willing to maintain contact with a recruit as he begins his college work. A portion of the recruiter's job needs to be in the retention of the student in the program. The recruitment can be followed up with a process of record keeping and tracking to determine:

    A. Who attended the basic orientation for new students and who did not.
    B. Who attended the classes after the registration and who did not.
    C. Who has discontinued the program and why.

6. The recruiter needs to be aware of marketing techniques. Selling meets the needs of the institutions and some people

> see recruitment as selling a college program, but marketing meets the needs of the students. The first step in marketing is knowing the territority. Often, a faculty member of the Marketing and Business Department can be asked to be on an advisory board to help plan the recruitment campaign using good effective marketing techniques.

Most recruiting programs are divided into areas of specialists (i.e., a particular target population such as women, G.I.'s, non-high school graduates, or a particular subject matter such as welding or machine tool courses.). The specialists then work with specific agencies or liaison groups within the community of the target populations. The specialists are sometimes assigned to a particular geographic locale and establish a recruiting sub-station at the location. There they have the materials for the needs of the special group they have targeted, and the groups know where the recruiter can be reached on a regular on-going basis. Advisory committees made up of members of the target population are an important liaison to the recruiting specialists. The advisory committee must be in a position of having real input, and made up of effective interested members of the population. Using an advisory group as "window dressing" does not gain the respect of the target group and does not aid the specialist in his recruitment campaign.

The foregoing discussion has concerned recruiters who are hired by the college for the special job of recruiting new students. However, portions of the present college staff should be considered an integral part of the recruiting effort. The job placement office and the officers are part of the recruitment staff. Their success at placing graduates from the programs is one of the biggest "selling points" that the recruiter can use in his target population. The job placement officers should be actively involved in the recruitment and attend group meetings and give presentations to the target population about the real advantages in economic terms of attending a particular college program.

Members of the faculty are some of the most logical, most effective recruiters in a particular program. They know their programs best, they know the requirements, the workload, the job possibilities, or the application of the learned skills to other academic areas.

Faculty members could be assigned recruitment duties as part of their committee assignment load, if they so desire, and if they were committed to the idea of recruiting new students into the program. Working with the speakers bureau at the college or with the recruiter, they could help publicize their programs at workshops, coffees, PTA meetings, or other community organization meetings.

The faculty member is really in a special position in relation to the program and he can be used effectively in recruiting just as athletic coaches are used to recruit members of their teams. Faculty could do home visits and acquaint the family of prospective students with various aspects of the program that he teaches. Most likely, the recruitment staff would prefer to present some faculty inservice programs to introduce and train the faculty in recruitment methods.

All people employed, enrolled or involved with the community college are potential recruiters. They can be utilized as active, not passive, recruiters to supplement the efforts of the "official" recruiting staff. The awareness of this function by those involved with the college is an imperative obligation of the recruiter.

HOW IS THE WORD SPREAD?

Adequate publicity and media coverage is an essential ingredient of a successful recruitment program. The recruiter can see personally only a limited number of people in the total target population. Effective publicity will inform others of the program offerings of the college. Publicity, when done effectively, will prepare the route for the recruiter as well as attract members of the target population to group gatherings where the recruiter can describe the college's programs.

Recruiters are offering a unique product that has little competition, there is a possibility for a large readership. There is a unique widespread trust factor. The groups being targeted usually can trust what the publicity says. The recruiter has inhouse printing rates, and non-profit postal rates. All of these features are advantages in advertising the program.

The pbulicity must be geared to the specific section of the population that the recruitment program is attempting to reach, and it must be distributed in a manner to reach the desired population. Determine where the target population congregates most often and use that site as the focal point of the publicity distribution. For example, if the target population is senior citizens, publicity could be distributed through Meals on Wheels, the senior citizens center, club newsletters, church organizations, the Grey Panthers and the American Association of Retired Persons, and RSVP. Women could be targeted with TV commercials, shopping center publicity, club newsletters, NOW chapters, PTA, medical clinics and the Welcome Wagon.

Many times the printed descriptions of the college do not reflect the diversity of the students and their ability levels. Most often the publicity portrays recent high school graduates in transfer programs. People of all ethnic, age and race groups that make up the community population should be portrayed in the college literature. The awareness of the potential publicity show women, and use fewer male gender pronouns in the written material that goes directly to women.

Attracting the academically disadvantaged student requires a different type of publicity.

1. The college catalog is usually too awesome, too difficult to read, and too hard to locate specific material for a student who has had limited academic preparation. Mini-catalogues for specific programs, with all the material written to be easily read and interspersed with pictures is a necessity. A readability should be done on the material and target population should be considered when choosing some specific word or campaign slogans.

2. Some programs suggest that a comic book format be used. It does not have to "downgrade" the college, but it can be an effective way to get academically disadvantaged students to read about the offerings of the college. It is also less expensive than a complete catalog of all college offerings that would not be read by the target population.

3. Leaflets and flyers are an inexpensive way to familiarize a large number of persons in a target population of the program offerings because they can be left in areas frequented by members of the target population. For example, material could be left at recreation centers, taverns, employment offices, welfare offices, medical clinics, fairs, carnivals, community centers, churches, pool halls, and shopping centers or the corner grocery.

4. Television and radio stations have time allotted for public service announcements. These free announcements can be effective especially if the message is designed specifically for the target population, i.e., in a minority language or with a specific vocabulary. Ninety-eight percent of American homes have television sets. The television media has the potential for reaching a large portion of any target population. Publicity funds spent for television ads or programs can be an efficient use of the money.

5. Newspapers are another way to reach the public, especially on the comic page, the sports page and in the homemaking section. Another eyecatching location in the newspaper is in the want ads. Feature articles about the recruitment program inform the public of the goals and direction of the recruiters and give more information than flyers or ads supply.

6. Ads in public transportation often are keyed to the target population. Ad space is available on bus benches, in buses or bus stations. Billboards on the sides of highways are expensive but are read by a large number of people who drive the road. This is not always effective since the message would be fairly broad and not contain specific information for a specific target population. Billboards in a target community may be more effective.

7. Another method of recruitment using printed materials is direct mail to a target area of the community, or to a target section of the population. These mailings must be carefully planned for format and readability. Mailing lists can be generated from a number of organizations that already serve that segment of the population, rather than going to the expense and time of attempting to generate new lists. Naturally, lists of names can be continually modified to fit more and more specifically to the college programs' needs.

8. Telephone conversations are an expensive, but personal, publicity method. The drawback is that the only population with telephones is contacted. Again, lists of telephone numbers can be obtained from other agencies that already serve portions of the target population.

9. One of the most effective publicity techniques is the tape-slide show that is produced by the college staff or with the aid of a professional public relations person. The slide tape show is effective in large groups such as fairs or community gatherings, or in small groups such as a neighborhood coffee. Different tape slide presentations can be created to directly deliver a specific message to a particular population. A variety of shows allows more flexibility if the target population is going to be approached several times during the recruitment campaign.

HOW IS THE STUDENT COMMITMENT MADE?

Many times the academically disadvantaged student is looking for a quality education for advancement in a job, knowledge about his learning abilities, a chance to learn a skill, help in understanding himself and other people, help in becoming mature, responsible, confident and independent--but this person does not know where to turn for help. Norris says that the community college's main competitors for students are: inertia, apathy, fear, doubt, hopelessness, insecurity, poverty and the lack of transportation. Recruiters tend to hear four main reasons why a person does not want to go to school or enter a particular program:

1. There is not enough time.
2. It costs too much.
3. Home responsibilities are too large to allow outside activities.
4. Job responsibilities prevent going to school.

The Commission on Non-Traditional Studies lists other barriers to going to school which the recruiter will hear from the people he contacts. Some of these barriers are:

I don't want to go to school full time.

It takes too long to complete a program.

I am too old to begin a new career or to become a student again.

Courses are not scheduled when I can attend.

They don't offer classes that I want.

I don't like the strict attendance policies.

I have low grades in the past. I lack confidence in my ability.

I don't have child care.

There is too much red tape involved in getting registered.

I have no transportation.

I don't like to study.

I don't have enough energy to go to school.

I have no place to study.

I don't meet the requirements for the program I want to enter.

I have no definite educational goals.

I hesitate to seem too ambitious.

My friends and family don't approve of the idea.

The recruiter must be prepared to answer specific questions and offer concrete solutions to many of the problems of the prospective student. The recruiter must be backed by innovative, responsive programming at the college. The recruiting staff must be prepared with answers that have been compiled by researching the history of other disadvantaged students who have attended college.

The prospective student needs some answers that concern his self-concept and his chances of success. The recruiter should have information about; (1) Other students of the prospective student's group who are attending the programs. (2) What programs are available and how good they are. (3) The advantages of attending the particular college. (4) What the reputation of the community college is - can the student attend it with pride and say "I go to XYZ College." (5) What his peers think about the college. (6) If the student can succeed if he works and goes to college at the same time. (7) What percentage of the students graduate from the program that they originally enroll in. (8) How many students found jobs, or continued toward a goal.

The academically disadvantaged adult does have special needs. The college programs should be designed with these needs in mind. Some of these needs are:

Transportation	Provisions for car pools or college-run buses.
Financial aid	Available for the total cost of college (clothing, meals, transportation, supplies and fees).
Day care centers	Child care available for night as well as day classes.

Free classes offered in the community in "storefront" temporary locations are sometimes necessary for the college to underwrite in order to induce a reluctant, non-traditional student to attend college classes. Many times the college image is a formidable barrier to a person who has never seen himself as a college student. These "starter" classes should be a cross section of the basic required courses in the various programs that the needs assessment has shown could be filled.

The recruiter can offer some special inducements that help the potential student make the commitment to enter college.

The recruiter can design "dry labs" for the prospective student a week or two before registration or start of classes. In this way the student can be introduced to all the forms that must be filled out and have help in filling out some of them. The student can be introduced to all the college buildings, and be warned about the red tape and lines that develop during registration. In this way the prospective student is not overwhelmed and threatened the first day he is on campus, which he often already feels is an alien environment.

The student can be introduced to the student services offices that offer transportation in the form of car pools and know about or manage child care facilities. The recruiter, during the dry lab, should help direct the student to appropriate class choices. This is an ideal time for liaison with the counseling and guidance staff. Teachers and classes should be chosen carefully after a thorough diagnostic of the student's abilities has been completed.

No matter how effective the recruiter is in convincing the student that college is the choice for him, if the college programs are not supportive of the student, the student will not remain in school. Good personnel administrators will pay close attention to their clerical staffs as well as their professional staffs. "Snipping"clerks give the student a feeling of being processed through the institution or not really belonging there. This cool reaction inhibits the student's sense of personal worth and, therefore, the urge to development himself by remaining at a college.

The student should be aware of any testing required and the fees involved. Testing is often a threatening situation to the academically disadvantaged, and the recruiter has the responsibility to explain the rational and process of the testing and how the results are to be used. The recruiter needs to be sure the student has a way to reach the testing site, that he has the time free to take the test, and that he actually shows up for it.

Some recruiting programs have hired "student keepers" with work study funds. These "student keepers" are the extension of the recruiter once the student is on campus. They can help the student during registration and help the student work through red tape or problems that evolve during the first semester on campus. Some also serve as peer counselors to the new student, especially if the"student keepers" are members of the same target population.

Some of the literature suggests contracts between recruiter and prospective student. Many of the academically disadvantaged have never had to meet an academic obligation and there was no one to care if they did or not. The contract signed at the beginning of the recruitment period, gives a feeling of security and a goal to the student, and a sense of responsibility and need to follow-up to the recruiter. The model contract could include the statement of long-term and short-term goals and provide "checkpoint" dates when the recruiter and student can communicate progress, problems or concerns.

Nearly every community college already has special features and support services which the recruiter can utilize as "inducements" to a potential student who is concerned about the ramifications of entering a community college program.

The student needs to be shown that school is different now than when he attended high school, or perhaps an unsuccessful college semester once a few years ago. Incentives could include non-punitive grading, unlimited withdrawal without penalty, flexible class hours, individual study packets, non-adherence to the semester system, total service campus from 6:00 a.m. to 10:00 p.m., legitimate stop-out for employment, travel or family needs, program design that does not necessarily meet catalog specifications, but does meet the needs of the student.

Some of these ideas seem to be "watering down" the college's standards. But, the college personnel need to ask why the standards are being adhered to, and why they are rigid. Recruiting the academically disadvantaged student, who has different needs, values and expectations than the traditional student, necessitates changes in the traditional community college structure. Some of the reasons for this are:

A. Student values are changing to the worth of an AA Degree. Students are primarily interested in the employability of the skill they learn in a program. (That is, employable in a job sense, or toward the achievement of a goal.) Dissatisfaction with the general education classes and requirement for the AA Degree are a large cause for withdrawing from a program before all the requirements are met for the AA Degree. The college experience must establish a broadening experience but it must also be relevant so it can be related to the person's life. In the future the student may see the need for other courses, but asking the academically disadvantaged student to take courses that are not relevant to their lives, do not fit their time reference, and only seem as an "additional educational requirement," hinders the goal of the recruiter who wants people to enter a program to upgrade their skills or learn a skill, or feel better about themselves and their lives. Many students are in school for a short-term goal, i.e., a better life.

B. Scheduling of classes often prevents effective recruitment. Academically disadvantaged students, who are working, usually are not working at jobs that allow them time off for education, or they are working rotating shifts. Classes and support services, including counseling, job placement office, registrar, etc., need to be available the entire time classes are offered day and night. Class hours need to be extended to accommodate people on shift work, or who want to attend class before or after they go to work, be it 6:00 a.m. or 10:00 p.m. The semester system is often inhibiting to the non-traditional student who may not have 8-12 weeks time span that he can commit a particular hour or number of hours during the day.

Modulized, individualized, open-entry-open-exit courses are needed to meet the time reference of the non-traditional student. Mini-courses of one credit rather than the longer duration three credit classes are another way to meet this need. Some authorities feel that sequence classes are planned for the convenience of the instructor who has a built-in clientele for the following semester. Classes that are only offered in sequence and only once a year are one of the biggest drawbacks to non-traditional students in enrollment in some programs. Because of other life commitments they cannot fit in the courses in the required order so are selected out of that program by the instructional design of that class.

C. Work and study are a logical combination for the academically unprepared who are not sure they want to commit themselves to full time student activities, and who often cannot afford to quit work to go to school. Work related jobs can be offered at work and industrial sites either to be held at the end of work shifts or with company release time. People who are part-time students because of a work responsibility should be made to feel as a part of the campus life, by having newspapers and calendars of events mailed to them. Counseling and registration staffs should be at the sites of the classes that are not on campus several times during the duration of the term. Work study opportunities for students who need financial aid need not be confined to working on the campus only.

D. Work and study should be a planned mutual experienced. It should be acceptable to stop out to go to work full time or to travel or meet family needs. The student should not be abandoned, but still receive campus news and materials. Most research shows that within a year, students who have dropped out are once again taking classes, or intend to enroll for the following semester. Disadvantaged adult students have other life roles that cannot be avoided. College funding for part-time students would also be a recruiting aid, for those people who want to reach a goal but cannot manage to go to school full time, i.e., single mothers with young children.

E. One drawback to some programs is basic requirements that compel a student to relearn what he already knows through life experiences or other job training. If the student is allowed to enroll in courses a step above the basic level of entry and does achieve the work successfully by the end of the first year, he should be given credit for the course work he already knows. Many students are afraid of a challenge to a course because testing is still a formidable barrier for them. Another suggestion for the recruitment of the academically disadvantaged student is the acceptance of credit from previously attended non-accredited institutions, if the student successfully completes the more advanced courses at the community college.

Many community colleges are using a credit for living system. The Cooperative Assessment of Experiential Learning system is being used to help persons with limited time to go to school achieve credit for what they already know. If education is an acceptable substitute for experience, then experience should be accepted in lieu of formal education. CLEP - College Level Examination Program is another way of taking advantage of a student's life experience and giving him college credit for it. The NOCTI - the National Occupational Competencies Institute helps to evaluate life experience in the granting of skilled labor certificates, that could be applied to vocational programs.

F. The learning facility has to be adapted to accommodate the non-traditional student who may be older than "college age." There should be areas for smoking and drinking coffee. Good lighting and minimum noise interference should be provided because eye, sight, and hearing acuity diminish with age. Accommodations for those students who are back in school through vocational rehabilitation programs should be made. Barrier-free campuses for wheelchairs must be designed, and chairs provided that are comfortable for sitting for long periods of time. Class sessions should be broken up so students who are not accustomed to sitting in one place for an extended period will not become fatigued or uncomfortable.

G. One of the strongest selling points the recruiter has is the utilization of the members of the target group in the field the potential student is seeking and training in. If women in non-traditional careers are the target group, more women should be hired to teach those curricula If handicapped or racial minority individuals are the target group, more handicapped persons should be involved in the student's training.

H. Individualized learning works--provided that the academically disadvantaged student is not pointed in the direction of the material and abandoned. Many times the student must be taught the skills necessary to do individualized academic work. Tutor assistance is also needed to help personalize the academic relationship and show concern and give support. An ongoing tutor program should be an item that the recruiter can use as a tool to help convince reluctant learners that there are support services to help the student, should he run into academic difficulties.

Some sources suggest that academic success should be built into the program with modulized, self-pacing, individualized course work. The student who is only going to face failure in the "course-paced" academic situation, is not going to be willing to risk another school experience.

HOW TO HELP STUDENTS STAY ENROLLED

Many students who have been successfully recruited and have begun to take classes, never reach their goal. More than 50 percent of the non-traditional students do not continue in school without a break in their attendance patterns. The reasons for dropping out or stopping out are generally summed up as:

1. Lack of money.
2. Lack of academic skills.
3. Difficulty in adjusting to campus life.
4. Having to cope with anxiety, frustration or family life.
5. Indefinite educational and career plans with misplaced levels of aspiration.

Number five is the major reason that people quit college, (or the reason they give to a counselor, recruiter or teacher.) There has not been much research done on why people drop out because few schools require an exit interview, and many of the students are not willing to talk frankly with school personnel in those schools that do require the exit interview. Most dropouts in the community college just quit coming to class.

Vague college goals, the feeling "that college is not as important as I thought it was," or "this college isn't right," or "college doesn't guarantee that I will get what I want from life," are reasons why people do drop out of school, and an area where the recruiter could do effective work in recruitment and retention. The recruiter must inform the student of all the aspects of a particular program, and lead the student to the right aptitude testing. Pre-interviewing with people working in the field and with teachers, prevents the feeling of eroding of the goal or misplaced aspirations that are unachievable by the student.

The student must also be made aware of remedial courses, special tutoring, counseling and college readiness programs. All these can help an academically disadvantaged student upgrade academic skills so that he does not feel beset by the pressures of academic work that he is not prepared to cope with; and finally resign himself to the feeling that "college isn't as important as I thought it was," or "I am not college material."

Another reason given for not completing college goals is that the student lacks emotional support from others. Many times a student's college attendance is not supported by the parents and family, not so much financially, but psychologically. Disadvantaged students also often feel isolated. In some cases, no friends or family attend the college or the particular program that he is enrolled in, and there is a feeling that he doesn't really belong. (Many times occupational students are physically isolated from social centers of campus as well.) This is when the recruiter, student keeper, paraprofessional or counselor must reinforce the student's aspirations and goals.

The counseling staff plays a large role in the retention of the academically disadvantaged student. The recruiter should work closely with the counseling staff to inform them of the students he has recruited and their special needs or interests. The recruiter should also make sure that the student has touched bases with the counseling staff, and that the counseling staff has done the correct testing to insure that the student is placed in course work where the student does have an opportunity for academic success and still has a feeling of working toward his goal. Student self-referral to the counseling office doesn't work. Either the student never makes the decision to make an appointment with the counseling office, or he waits until the last week of the term when it is too late to do anything constructive about that term's academic progress.

Many disadvantaged students do need special support and encouragement and a "tracking system" insures that the student has the opportunity to have help in staying in school. Part-time as well as full-time students need to have access to the counseling staff. A part time student is more likely to withdraw than a full-time student. This is not always due to lack of commitment but to responsibilities in other life roles. Many times the part time student lacks a sense of direction or needs reinforcement that his goal or direction in life is an appropriate one because his energies and time are divided by life's varied demands.

A student recruited into a vocational program needs vocational counseling that is up-to-date on the local economy, not just college or personal counseling. In order to make education a relevant experience, counselors need to know how programs are related to one another so if a person decides to change majors because of change in interest or economic outlook, he can switch to another program with the loss of as few of units as possible.

In some programs, counselors are assigned to a department and are in favor of the program that they choose to counsel in. Counselors' work stations are moved to the locale of the department rather than being grouped in the college center. The teacher in the program and the counselor share the counseling responsibilities.

The recruiter working with the college staff and faculty helps guide the academically disadvantaged through the first stages of becoming a student. The time and efforts spent by the recruiter during this follow-up period need to be considered a portion of the "recruiting phase" of student contact.

Following are summaries and interviews done with the recruiting staffs at three Oregon community colleges. These were done to give the reader of this paper a feeling for recruitment campaigns currently in effect. Some of the methods of recruiting recommended in this paper were used with various success by the people involved in recruitment.

OVERVIEW OF THE LINN BENTON COMMUNITY COLLEGE - BENTON CENTER, RECRUITMENT PROGRAM

The program began in February, 1977, with the use of CETA funds. Two recruiters and two instructors were hired for Benton County. The recruiters and instructors were trained with the use of the film series put out by the University of Maryland by some of the OSU Adult Basic Education staff, during a three day workshop held at LBCC, and with various written materials. No specific minority groups were solicited because they did not appear to be a specific need. The handicapped appear to have their own GED program, and women were not seen as a minority. Racial and ethnic groups in appreciable numbers do not exist in Benton County. The thrust of the recruitment program was for the GED/AHSD program operated through the Benton Center and four other "centers" in small towns in the county.

Population studies and census data were taken into account when the grant proposal was written. There was a general acceptance of the fact that classes that had been held in smaller towns of Benton County were no longer being held, and that the Benton Center in Corvallis was not attracting many students who did not live in Corvallis. The entire county was the target population and any person over 18 who did not have a high school diploma, was considered recruitable (with some people under 18 also eligible).

The first contact by the recruiting staff was with high school principals in the area to find out who the young high school dropouts were. Good working relationships were established with high schools, CYP, RISE, WIN, Vocational Rehabilitation and various state and county agencies.

The publicity was conducted with specially designed pamphlets, flyers and radio messages. Most contact with prospective students was done by phone rather than door-to-door contact. Best responses were by word of mouth about the program. The most successful techniques were contacting knowledgeable persons in the community such as a librarian or an extension agent, who then introduced the recruiter or the instructor to potential students. Contacts were also made at community meetings in small towns such as potlucks and garden clubs. These meetings gave exposure to the program and did result in some recruiting.

A person was considered recruited if he came to class and attended at least six hours. One out of 12 persons contacted made the commitment to come to class. Classes began in April and continued throughout the summer. The retention rate is a little less than 50 percent. The most successful aspect of the program is the (unofficial) recruitment aids who became aids in the classroom and assisted in the teaching duties. The recruited student, therefore, saw a familiar face throughout his experience.

The population of students fell into two groups: 17-25 and over 50, with a smaller number of students in the middle age group. Incentives for attending class were upgraded, open-entry-open-exit classes that were individualized and self-paced. The student was made aware of financial aid possibilities through welfare, Voc. Rehab. and CYP (Comprehensive Youth Programs, a Neighborhood Youth Corps organization), LBCC Financial Aids Office also provided some funds for textbooks. Rides could, but were not very successfully arranged through Volunteer Services. No child care was provided, but students were encouraged to bring their children to class if no other option for child care could be arranged. Parents were encouraged to form child care co-ops. The class meeting time was determined during the first class meeting by the students for a mutually convenient time. The time was changeable and was altered when students asked to have an earlier starting time.

Most of the students recruited wanted evening classes. Counseling services were available during the regular school year for two nights a week.

Students were given concrete reasons for attending classes and the hard-sell approach was avoided. The student was given an awareness of the programs and opportunities offered by the Benton Center. The reason people came were to get a GED as a lifelong dream, a GED as a means of job promotion, socializing because of boredom at home, means of recapturing youth because school had been a fun experience, and because they were paid to come.

Retention rate has been less than 50 percent. The student who has not attended for three weeks is dropped from the program. When the student began to miss class the recruiting staff called his home or wrote letters to show that they cared about him and had missed him in class. Those students who were on the verge of dropping out were counseled by the recruiting staff. Those who dropped out seemed to be frustrated with the program because it was not meeting their needs, the correct educational materials were not available, or because the class work was more "work" than they had anticipated.

The number one reason for dropping out was termed "family problems." Many women who dropped out did so because of a lack of support from the spouse who felt that his wife should be home in the evenings. Others dropped out because they moved. Benton County has a large fluid population which moves from one locale to another within the county. Some of the people who dropped out of a program in one center were successfully recruited into a program in another area. Those students who lacked an educational goal, especially those between 17-25 had a higher dropout rate. Students who were coming to school because they were paid $2.50 an hour by CYP, dropped out when they got a better paying "job." There was counseling by the recruiting staff and by peers in the classroom when it appeared that someone was going to quit the program. The effects of this are not documented.

This recruiting program will continue if it is refunded for another academic year.

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GOAL NUMBER FIVE

Through staff develop an individualized learning program for each student tied to both needs and career goals.

An outcome for this could be a transportable step-by-step process and organizational plan for developing student's individual education plan (individualized learning program).

Submitted By: Kristbjorg O'Harra
September 30, 1978

ABSTRACT

An individualized learning program in the area of spelling skills has been developed at Chemeketa Community College. This model program is closely tied to both student needs and career goals. The following material is an attempt to describe the spelling program's step-by-step process and organizational plan so that Chemeketa's method for teaching spelling in an individualized manner may be easily transported to other schools wishing to offer individualized instruction as an option for students with deficiencies in spelling skills.

INTRODUCTION

BACKGROUND:

Academically underprivileged students frequently demonstrate a deficiency in the basic skill area of spelling. Though this skill is merely a mechanical part of the English language, spelling is a skill which members of American society use to judge one another's general competencies. An automotive mechanic, for example, who misspells the word "carburetor" on a statement listing repairs needed on a customer's car might find his mechanical abilities questioned. More generally, spelling is an important factor in job applications, resumes, and other documents that affect success as students pursue career opportunities.

THE PROBLEM:

Since different people misspell different words different ways for different reasons, spelling is one subject that is difficult to teach successfully to an entire class by a single generalized method. Each student with a spelling problem should be individually diagnosed to discover the causes and peculiarities of his/her unique spelling problem. Then each student should determine an educational plan or goal for spelling improvement in relation to his/her personal needs and career goals. A record-keeping system is a vital part of such an individualized education plan so that the instructor and the student himself can measure the effectiveness of the program and evidence the work completed.

A SOLUTION:

An experimental individualized spelling program having the aforementioned characteristics has been initiated at Chemeketa Community College. The program, which has been well-received by students deficient in spelling skills, has been used by several different instructors at the college with only slight adjustments in the basic format in order to accommodate individual teaching styles. The following outline explains the format of Chemeketa's spelling program.

INDIVIDUALIZED SPELLING

I. ADVISING

Upon seeking entry to certain curriculums offered at Chemeketa Community College, students may be required to take a placement test. This test instrument detects spelling deficiencies. Based on test results some students may be advised to register for a spelling improvement course. Other students may be advised by instructors to take a spelling course if class work indicates developmental spelling work is necessary. Still other students sign up for spelling classes because of their own personal desire to improve their spelling skills.

II. REGISTRATION

Spelling classes which are numbered WR 20 A, B, C and WR 21 A, B, C are offered for variable credit at Chemeketa. A student may sign up for one, two, or three credits per term. The maximum hours per term is three. The minimum hours per term is one credit hour. Thus, a student who signs up for three hours of spelling per term (the maximum) will complete all the spelling offerings in two terms; but a student who signs up for one credit hour per term may end up signing up for spelling six different terms. Students may also sign up for two credit hours during a term. A student need not sign up for the same number of hours each term. One term he may sign up for one credit hour, while another term he may choose to sign up for two or three credit hours until the maximum total of six hours has been reached.

For many students a one-hour refresher course is all that is needed. For others, six concentrated credit hours studying spelling may just begin to solve their spelling problems.

Regardless of level, a student is advised to sign up for WR 20 A first if he has not taken spelling at Chemeketa before. WR 20 A is followed by WR 20 B and 20 C. The fourth hour of spelling is WR 21 A which is followed by 21 B and 21 C.

All the spelling classes meet for three hours weekly. To earn one credit hour, a student must attend at least 12 class hours. Of these the first three class hours are used for testing and orientation. To earn a second and third credit hour that same term, then, a student must attend at least nine additional class hours for each additional credit hour desired.

III. TESTING AND ORIENTATION

During the first class meeting of WR 20 A all students new to the spelling program are tested. The first test given is the "Phonic Test" (buff colored paper). This test is a dictation test designed to discover different kinds of phonics problems addressed in the textbook, Spelling: Patterns of Sound by Odette P. Sims. The student writes his responses to the "Phonic Test" on an answer sheet that bears the title "Spelling Screening Test" (also buff colored paper). The first five items on this test are nonsense syllables dictated without sentences. The remaining words, however, are dictated in sentence contexts.

When the class meets for its second session, the scored tests are returned to the students. Xeroxed copies of each test is retained by the instructor for future reference. Students who score 29 correct or higher on his 36-item test are given the "Rules Test" (white paper) on the second day of class. This test is a dictation test of 100 words. Students use their own paper to write their responses. The test has been taped on an audio tape for the convenience of the instructor.

Students who score lower than 29 correct on the "Phonic Test" are referred to one of two tutors. Students who make errors consistently throughout the test are placed with a tutor who outlines their class work with the aid of the green handout entitled "Course Title: Spelling (Phonics)."

Other students who score lower than 29 but have errors concentrated in a specific part of the "Phonic Test," are placed with another tutor who meets with these students and discusses the individual phonics problems that students have demonstrated.

At the third class session the students scoring highest on the "Phonic Test" receive a second set of test scores. Those from the "Rules Test." Those scores are recorded on the goldenrod colored sheet entitled "Spelling Evaluation Profile on Rules Test." This profile diagnoses specific problem areas in spelling. (Note: In correcting items on the Rules Test the profile sheet must be consulted. Certain items such as those testing for "prefixes" are errors only if the prefix part of the word is misspelled; items testing for "seed" roots are only marked errors if their endings are incorrect, etc.) Students who have taken the rules test, at this point, receive the green sheet entitled "Course Title: Spelling."

On the third meeting of the class, all spelling students meet as a group for the last time during the term. They listen to a lecture entitled "An Orientation to American Spelling." The purpose of this lecture is to help students understand the inherent difficulties in the English spelling "system" and the reasons why many adults have problems with spelling and why society feels this basic skill is an important one to master.

PHONIC TEST

ANSWER KEY

1. VID
2. BOV
3. FAS
4. LUT
5. WEP
6. CHAT
7. SASH
8. THUG
9. SNACK
10. GRUFF
11. BLINK
12. CREST
13. FLOSS
14. EQUAL
15. GRIPE
16. FUSE
17. GLOBE
18. SCRAPE
19. PIPING
20. SKIMMING
21. HOPING
22. THINNING
23. DINING
24. CLOAK
25. WHEAT
26. DRAIN
27. SPOIL
28. STAUNCH
29. DAWN
30. DECOY
31. BOUND
32. GROOVE
33. PROWL
34. LEWD
35. FEUD
36. GLUE

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Communication Skills Lab.

Name________________________

Date________________________

SPELLING SCREENING TEST

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
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33. ____________________________
34. ____________________________
35. ____________________________
36. ____________________________

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Communication Skills
Resource Area

RULES TEST

Spelling II Skills Evaluation

1. (disatrous) The results of the election were disastrous.
2. (remembrance) My grandmother gave me her gold watch as a remembrance.
3. (chimney) The smoke curled up the chimney.
4. (federal) My uncle has a job with the federal government.
5. (recognize) We need to recognize what the difficulties are.
6. (hundred) There were more than a hundred people in the store.
7. (prescription) I asked the doctor for a new prescription.
8. (persuaded) We were finally persuaded that he was right.
9. (dissect) You will have to dissect a frog.
10. (proceed) When we finish this task, we must proceed to the next.
11. (describe) Try to describe what you see.
12. (despair) We should not despair when things go badly.
13. (acquaintance) It is a pleasure to make your acquaintance.
14. (restaurant) The restaurant was decorated for the holidays.
15. (experience) The trip to the mountains was a great experience.
16. (immediately) We will have to leave immediately.
17. (loneliness) We were all concerned about the old man's loneliness.
18. (villain) He was always cast as a villain.
19. (Wednesday) School will end an hour early on Wednesday.
20. (guardian) His uncle was appointed as his legal guardian.
21. (subtle) The difference between wines is often a subtle one.
22. (condemn) It is easier to condemn than to criticize.
23. (exhaust) It will take hours to exhaust all of the possibilities.
24. (rhythm) The drum is a rhythm instrument.
25. (grammar) Sentence types are covered in the grammar class.
26. (humorous) Somehow, this seems like a humorous situation.
27. (controversy) The Senator's statement caused quite a controversy.

Spelling II Skills Evaluation
Page 2.

28. (sentence) Put a period at the end of seach sentence.
29. (calendar) Be sure to mark the date on your calendar.
30. (opinion) It is sometimes difficult to distinguish fact from opinion.
31. (eligible) Only people over 18 are eligible to vote.
32. (considerable) The problems faced by the new leaders were considerable.
33. (permissible) If they say it is permissible, then we can do it.
34. (boundary) The boundary of the state is marked by the river.
35. (cemetery) The cemetery is located across from the golf course.
36. (analyze) His job for the network was to analyze the news.
37. (surprise) A present is more fun when it's a surprise.
38. (significant) The last chapter was the most significant in the book.
39. (experience) Experience is necessary for almost any job.
40. (accident) Her insurance went up after her accident.
41. (supersede) One company will eventually supersede another.
42. (exceed) We hope not to exceed our income this month.
43. (recede) The river will recede if it does not rain this season.
44. (secede) In 1860 the South voted to secede from the union.
45. (succeed) Of course, we would all prefer to succeed.
46. (precede) A dinner will precede the party.
47. (coarse) Burlap is a fairly coarse material.
48. (site) The new hospital is built on the site of the old one.
49. (council) Mr. Smith began his career on the city council.
50. (its) The living room has its own thermostat.
51. (their) They gave us their help when we asked for it.
52. (already) The agreement had been formed already when we heard of it.
53. (accept) We will accept whatever happens.
54. (casual) A casual attitude helps to keep people calm.
55. (access) The new road will give access to the highway.
56. (thorough) We will need a thorough examination of the problem.
57. (whether) I was not sure whether I should take the job or not.
58. (effect) Every change will bring about some effect.
59. (transferring) She was thinking of transferring to another school.
60. (concealed) The boy concealed himself behind a fence.
61. (stopper) We will need a stopper for the bottle.

62. (omitted) The law was omitted by the Senate committee.
63. (vexing) The problem was truly a vexing one.
64. (dimly) I remember only dimly the things that happened then.
65. (truly) After the accident, he was truly sorry about his actions.
66. (argument) The argument eventually came to nothing.
67. (changeable) The paper was still changeable at that point.
68. (desirous) He was really desirous of a better position.
69. (judging) Judging people often seems too easy.
70. (ninth) He homered in the bottom of the ninth inning.
71. (beauties) We enjoyed the beauties of the scenery.
72. (paid) By April, taxes must be paid.
73. (displaying) He enjoyed displaying his art work.
74. (conveys) This example conveys the idea.
75. (pitying) She responded only with a pitying look.
76. (accompanied) They accompanied their friends to the train.
77. (receive) We are waiting to receive the package.
78. (thief) Mr. Monday was an excellent thief.
79. (forfeit) With only three players, we must forfeit.
80. (weigh) [illegible]ep on the scale to see how much you weigh.
81. (efficient) The new method is much more efficient.
82. (believe) Sometimes it is difficult to know what to believe.
83. (heroes) She was one of the heroes of the game.
84. (displays) We enjoyed looking at the window displays.
85. (studies) In the evening he worked on his studies.
86. (zoos) San Diego has one of the best zoos in the country.
87. (griefs) She had a hard life, and her griefs were many.
88. (potatoes) He ate mostly meat and potatoes.
89. (hers) The necklace was hers.
90. (women's) We agreed to meet at the women's center.
91. (others') The chairman listened to the others' opinions.
92. (brother-in-law's) I need to borrow my brother-in-law's car.
93. (nobody's) It was really nobody's fault.
94. (each other's) They listened to each other's demands.
95. (accidentally) The alarm was accidentally set off.

96. (various) There are various ways of viewing the matter.
97. (publicly) He publicly denounced the new program.
98. (mountainous) The countryside was very mountainous.
99. (vaguely) We only vaguely understood the instructions.
100. (finally) The project was finally finished in April.

CHEMEKETA COMMUNITY COLLEGE
4000 Lancaster Drive N.E.
Salem, OR 97309

COURSE TITLE: Spelling (Phonics)

COURSE NUMBER: WR 20A, B, C
WR 21A, B, C

COURSE CREDIT: 1-2 Variable

COURSE INSTRUCTOR:
Kris O'Harra
ROOM NUMBER:
CSRA-3/116

TEXT: Spelling: Patterns of Sound by Odette P. Sims
3140 Important Words, Follett Educational Corp.

COURSE DESCRIPTION: This course will provide instruction in spelling improvement. The course includes instruction in basic word attack skills, pronunciation, and spelling generalizations.

OBJECTIVES: Upon completion of this course the student will be able to:

A. Demonstrate knowledge and application of basic word attack skills
  1. identify and pronounce long-short vowels
  2. identify and pronounce silent e
  3. identify and pronounce r as controlling consonant
  4. identify and pronounce consonant blends
  5. identify and pronounce diagraphs
  6. identify and pronounce dipthongs

B. Demonstrate knowledge of basic phonetic symbols

C. Demonstrate individualized spelling improvement
  1. master a word learning technique
  2. master 80% of learned individual previously misspelled words

ATTENDANCE: Roll will be kept by a sign-in and sign-out sheet system. The student will be expected to attend class in the CSRA punctually during his/her assigned class time. Any additional time needed for completion of a week's assignment will be considered as homework assignment.

MAKE-UP WORK: If students need to make up missed assignments, tapes and worksheets can be checked out from lab tutor. Tutorial help is available in the Study Skills Center, when Comm. Skills Tutors are working with scheduled classes.

GRADING: Since this class is a skills program, students will be graded primarily on the basis of their proficiency. This will be demonstrated by achieving at least 80% on a test covering the six basic word attack skills and the amount of words collected in personal spelling log:

20 words a week = A
15 words a week = B, and
12 words a week = C

NOTE: You will be permitted to retake an alternate form of any one, or all, of the tests to demonstrate you proficiency.

CREDIT: The instructor will determine variable credit by the number of work hours completed and recorded in the CSRA.

CHEMEKETA COMMUNITY COLLEGE
4000 Lancaster Drive N.E.
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Spelling (Phonics) - WR10A, WR11A Kris O'Harra

Text: Spelling: Patterns of Sound by Odette P. Sims
3140 Important Words, Follett Educa

Tenative Class Schedule

Week I	Diagnostic test Explanation of Personal Spelling Log Cycle
Week II	How To Use A Dictionary Dictionary Exercises Lab Day: Spelling Log
Week III	Pattern One - Do pgs. 1-12 Consonant Clusters and Digraphs - Do pgs. 12-23 Lab Day: Spelling Log
Week IV	Pattern Two - Do pgs. 23-29 Donbling Rule - Do pgs. 29-37 Lab Day - Take Unit I Halfway Test/Spelling Log
(Students enrolled for 1 credit will have completed the requirements at this point.)	
Week V	Pattern Three - Do pgs. 37-42 Contrastive Reviews - Do pgs. 43-49 Lab Day - Check Test/Spelling Log
Week VI	Pattern Four - Do pgs. 50-55 Group 3 and 4 - Do pgs. 55-61 Lab Day - Spelling Log
Week VII	Review Patterns 1-4/Pattern Worksheets Due Unit I - Final Test Lab Day - Spelling Log Mastery Test

hemeketa Community College

Communication Skills
Resource Area

SPELLING EVALUATION PROFILE ON RULES TEST

Please circle the number of correct answers in each section. Name ____________________ Time __________

Chapter & Subject		Number Wrong							Questions
1	Pronunciation and Enunciation	6	5	4	3	2	1	0	1 - 6
2	Prefixes	6	5	4	3	2	1	0	7 - 12
3	Syllabication	6	5	4	3	2	1	0	13 - 18
4	Silent Letters	6	5	4	3	2	1	0	19 - 24
5	Vowel Stress	6	5	4	3	2	1	0	25 - 30
6	Suffixes, Part I	5	4	3	2	1	0		31 - 35
	Suffixes, Part II	5	4	3	2	1	0		36 - 40
7	"Seed" Roots	6	5	4	3	2	1	0	41 - 46
8	Homonyms	6	5	4	3	2	1	0	47 - 52
9	Similar Words	6	5	4	3	2	1	0	53 - 58
10	Doubling the Final Consonant	6	5	4	3	2	1	0	59 - 64
11	Final E	6	5	4	3	2	1	0	65 - 70
12	Final Y	6	5	4	3	2	1	0	71 - 76
13	IE or EI	6	5	4	3	2	1	0	77 - 82
14	Plurals	6	5	4	3	2	1	0	83 - 88
15	Possessives	6	5	4	3	2	1	0	89 - 94
16	LY and OUS	6	5	4	3	2	1	0	95 - 100

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COURSE TITLE: Spelling

COURSE INSTRUCTOR: Kris O'Harra

COURSE NUMBER: WR 20A,B,C
WR 21A,B,C

ROOM NUMBER: CSRA - 3/116

COURSE CREDIT: 1-2 Variable

TEXT: Spelling Improvement by Fergus; Websters Instant Word Guide.

COURSE DESCRIPTION: This course will provide instruction in spelling improvement. The course includes instruction in basic word attack skills, pronunciation, and spelling generalizations.

OBJECTIVES: Upon completion of this course the student will be able to:

A. Demonstrate individualized spelling improvement
   1. master a word learning technique
   2. master 80% of learned individual previously misspelled words

B. Demonstrate mastery of the principles indentified in the spelling principles assessment test

C. Demonstrate the application of spelling skills to written communication
   1. incorporate individual spelling words into written vocabulary

D. Demonstrate mastery of the spelling of selected homonyms

ATTENDANCE: Roll will be kept by a sign-in and sign-out sheet system. The student will be expected to attend class in the CSRA punctually during his/her assigned class time needed for completion of a week's assignment will be considered as homework assignment.

MAKE-UP WORK:. If students need to make up missed assignments, videotapes and worksheets can be checked out from lab tutor. Videotape players and tutorial help are available in the Study Skill Center, when Comm. Skills Tutors are working with scheduled classes.

GRADING: Since this class is a skills program, students will be graded primarily on the basis of their proficiency. This will be demonstrated by mastering at least 80% of the amount of words collected in personal spelling log:

20 words a week = A
15 words a week = B, and
12 words a week = C

NOTE: You will be permitted to retake any one or all of the post-tests to demonstrate your proficiency.

CREDIT: The instructor will determine variable credit by the number of work hours completed and recorded in the CSRA.

Name ______________________

Class Time ______________________

UNIT I PRONOUNCIATION AND ENUNCIATION

3 HOURS

Hour 1 ---- Videotape (25 min.) Pronunciation and Enunciation

Spelling Improvement Chapter 1 (check Pretest in class)

Hour 2 ---- Worksheets: Adding sounds
Omitting sounds
Changing and Transposing sounds

Hour 3 ---- Spelling Log
Taping
Check off week's work with instructor/tutor

CHEMEKETA COMMUNITY COLLEGE
4000 Lancaster Drive NE
Salem, OR 97309

Spelling - Kris O'Harra

Accompanies Unit I

Spelling Improvement

NAME ______________________________

Class Time ________________________

PRONUNCIATION AND ENUNCIATION

Adding Sounds

Directions: Look up the following words and write the pronunciation between virgules.

1. barbarous ________________
2. drowned ________________
3. film ________________
4. laundry ________________
5. reforestation ________________
6. suffrage ________________
7. umbrella ________________

Say each of the above words aloud properly. If you are not certain of the correct pronunciation, check with a tutor or your instructor.

A. How many syllables in #3? ____________________

B. What are the definitions of numbers 1, 5 and 6? __________________________

____

C. Write out #2, #4 and #7 making sure you are spelling them correctly.

____________________ ______________________ ____________________

In each of the above words circle the two letters between which a speaker with faulty pronunciation would insert extra sounds.

Omitting Sounds

Directions: Write out the pronunciation of the following words. Draw lines between syllables and pronounce each word (get help if you need it).

1. antarctic ____________________
2. arctic ____________________
3. bachelor ____________________
4. boundary ____________________
5. candidate ____________________
6. February ____________________
7. grandfather ____________________
8. history ____________________
9. library ____________________
10. mathematics ____________________

A. Write out word number 1. Circle the two letters that represent two sounds commonly omitted by speakers with faulty pronunciation.

____

B. Write out word #6 and #8 and circle the problem letter they have in common.

____________________ ____________________

C. Write out #3, #4, #5, #8 and #10. Circle the one problem vowel in each word we must pronounce in order to remember how to spell these words correctly.

____________________ ____________________

____________________ ____________________ ____________________

D. Look at word #7. If we changed the last part of this word to "pa". How would we write out this shortened form of grandfather?

____

DID YOU KNOW?

The words arctic and antarctic come from a Greek word, arktos, meaning a bear. This name arctic was given to the north pole region because this region is below the constellation called the "Great Bear" or the "Big Dipper."

Changing and Transposing Sounds

Directions: Write each word five times syllabicated--saying each word, stressing the enlarged part of the word. Have instructor or tutor help you with exaggerated pronunciation.

1. catERpillAR
2. dIlapiDATED
3. disCretion
4. disGUSTed
5. DIvide
6. DIvine
7. Affect
8. Effect
9. gEography
10. inTROduce
11. PROspective
12. sEnse
13. sInce
14. thAn
15. thEn
16. PERform
17. PERspiration
18. PREfer
19. PREpare
20. BrethREN
    (as in childREN)

Name ______________________

Class Time ________________

UNIT II - PREFIXES 3 HOURS

Hour 1 ---- Videotape (20 minutes) "Prefixes"
Spelling Improvement - Chapter 2 (Do not do posttest)

Hour 2 ---- Worksheets: Problem Prefixes
To double or not to double

Hour 3 ---- Spelling Log
Taping
Post-test Chapter 2
Check off week's work with instructor/tutor

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Spelling
Frates

Name ______________________ Accompanies Unit II,

Class Time ______________________ Spelling Improvement

PROBLEM PREFIXES

Directions: Underline the correct spelling in the following sentences.

1. The secret police (persecuted, presecuted) the prisoner.
2. Let us (preceed, proceed) with the trial.
3. We must look at world affairs in the proper (perspective, prospective).
4. The patient asked the doctor to (perscribe, prescribe) something for his cough.
5. It costs a great deal to (perduce, produce) a musical comedy.
6. We must (persist, presist) in our efforts to find ways to peace.
7. Searching for the truth requires (perpetual, prepetual) effort.
8. Let us (perpose, propose)a toast.
9. The teacher (perfers, prefers) that you (prepare, perpare) the writing yourself.
10. The orchestra gave a splendid (performance, preformance).
11. The odor of stale cigar smoke (prevaded, pervaded) the house.
12. George was so deep in (despair, disspair) that he could think of nothing to say.
13. The (distruction, destruction) caused by the tornado was great.
14. Dotty wrote a vivid (discription, description) of the scene.
15. I can't (describe, discribe) the bandit accurately.
16. When you have read the letters, (destroy, distroy) them.
17. In the 1960's many people (dessented, dissented) against the government.
18. I felt very (dissatisfied, dessatisfied) with my history class.

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SPELLING

ACCOMPANIES UNIT II,

K. O'Harra

SPELLING IMPROVEMENT

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Class Time ____________

TO DOUBLE OR NOT TO DOUBLE

A double letter usually results when the last letter of the prefix is the same as the first letter of the root word. Add the following prefixes and roots together and write out their sum (spelling the results correctly):

1. dis + satisfied = ______________
2. dis + sect = ______________
3. dis + semble = ______________
4. dis + similar = ______________
5. dis + solve = ______________
6. dis + suade = ______________
7. mis + shapen = ______________
8. mis + spell = ______________
9. mis + state = ______________
10. un + natural = ______________
11. un + noticeable = ______________

Read the above words aloud. Make certain you are pronouncing them correctly. (If you have any questions about pronounciations, ask a tutor or your instructor).

A double letter does not result near the beginning of a word when the last letter of the prefix is different from the first letter of the root word. Add the following prefixes and roots together:

12. dis + posal = ______________
13. dis + appoint = ______________
14. dis + advantage = ______________
15. dis + able = ______________
16. dis + mount = ______________
17. dis + position = ______________
18. dis + tasteful = ______________

19. mis + hap = ____________________

20. mis + manage = ____________________

21. pro + file = ____________________

22. re + collect = ____________________

23. re + collect = ____________________

24. rec + commend = ____________________

25. un + occupied = ____________________

Read the above words aloud. Make certain you are pronouncing them correctly. (If you have any questions about pronounciations, ask a tutor or your instructor).

Name ______________________________

Class Time ________________________

UNIT III - SYLLABICATION 3 HOURS

Hour 1 ---- Video tape (20 minutes) Syllabication
Spelling Improvement - Chapter 3 (do not do post test)

Hour 2 ---- Syllabication exercises

Hour 3 ---- Spelling log
Taping
Chapter 3 Post test
Check off week's work with Instructor/Tutor

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SPELLING

Accompanies
Spelling Improvement,
Unit III

NAME ____________________

CLASS TIME ______________

SYLLABICATION

Syllabication is the dividing of words into smaller units. If we learn to do this correctly, we will find new words to be less difficult to master. A few simple rules will enable us to develop this skill.

RULE 1 -- When a word contains a vowel, a consonant, a consonant and then another vowel (v, c, c, v), we usually divide between the two consonants. (vc / cv).

EXAMPLE: puppet pup/pet
vccv vc/cv

DIRECTIONS: Using Rule 1, decide where to divide each word listed below. Write the syllable parts on the two lines provided beside each word. Some words have been done for you.

1.	canvas	can	vas
2.	lesson		
3.	access		
4.	kennel		
5.	artic	ar	tic
6.	publish		
7.	manner		
8.	comfort		
9.	goblet		
10.	campus		
11.	command		
12.	letter		
13.	jigger		
14.	halter		
15.	hammer		

SYLLABICATION

Syllabication is the dividing of words into smaller units. If we learn to do this correctly, we will find new words to be less difficult to master. A few simple rules will enable us to develop this skill.

RULE II -- When a word contains a vowel, consonant, vowel pattern (v,c,v), we usually divide before the consonant. (v/cv)

EXAMPLE: rival ri/val
vcv v/cv

In order to apply Rules I and II, always locate the first vowel in the word.

DIRECTIONS: Using Rule II, decide where to divide each word listed below. Write the syllable parts on the two lines provided beside each word. Some words have been done for you.

1. music	mu	sic
2. baker		
3. tiger		
4. cubic	cu	bic
5. final		
6. basic		
7. vocal		
8. taking		
9. event		
10. paper	pa	per
11. vapor		
12. girate		
13. resist		
14. radar		
15. nature		

SYLLABICATION

Syllabication is the dividing of words into smaller units. If we learn to do this correctly, we will find new words to be less difficult to master. A few simple rules will enable us to develop this skill.

RULE III -- Some words which contain a vowel, consonant, vowel pattern can be divided after the consonant (vc/v). In order to decide whether to use Rule II or Rule III, always try Rule II first. Another help in deciding is to know how the word is to be used in the sentence. Sometimes a word can be divided either way, according to its use in the sentence.

EXAMPLE: Will you please record my grades. (v/cv)

Please make a record of my grades. (vc/v)

DIRECTIONS: Read the following sentences and decide which pattern of syllabication is correct for the underlined words. Write the correct word in the space, showing which rules you have used.

		Rule
1. She was married in the cha/pel or chap/el.	chap/el	III
2. We look for the first ro/bin or rob/in.		
3. We all need to stu/dy or stud/y more.	stud/y	III
4. That cross is a re/lic or rel/ic.		
5. It is a good thing to save mon/ey or mo/ney.		
6. The little boy wanted a wag/on or wa/gon for Christmas.		
7. Will you pre/sent or pres/ent the award	pre/sent	II
8. Tu/lip or tul/ips are a spring flower.		
9. The girl sang a so/lo or sol/o.		
10. The river ba/sin or bas/in was very deep.		

SYLLABICATION

Syllabication is the dividing of words into smaller units. If we learn to do this correctly, we will find new words to be less difficult to master. A few simple rules will enable us to develop this skill.

RULE IV -- Usually when we add ed to the end of a word, the ed does not become a separate syllable. The exception to this is when the word ends in a "d" or "t" sound, then the ed becomes a separate syllable.

EXAMPLE: taste tast/ed

With words containing a final e only add d.

DIRECTIONS: Rewrite the following words, adding ed to the end of each word. Indicate if the ed forms a separate syllable, by placing a line between the two syllables.

EXAMPLE: lift lift/ed

1. need ____________________
2. post ____________________
3. open ________ opened ________
4. grade ____________________
5. farm ____________________
6. bake ________ baked ________
7. aid ____________________
8. scold ________ scold/ed ________
9. plot ____________________
10. call ____________________
11. pick ____________________
12. save ____________________
13. play ____________________
14. plant ____________________
15. part ____________________

SYLLABLES - Unit III

A syllable is part of a word having only one vowel sound.

RULE 1 -- V.C./C.V.

When there are two consonants between two vowels, divide between the two consonants.

1. window   2. matter   3. burden   4. ladder   5. rascal
6. master   7. pardon   8. bandit   9. rumba   10. person

RULE 2 -- V./C.V.

When there is one consonant between two vowels, divide before the consonant.

1. pilot   2. native   3. spider   4. tulip   5. over
6. pony   7. omit   8. vital   9. rival   10. horizon

RULE 3 -- /consonant le

Root words ending in "le" usually take the consonant before the "le" as part of the syllable. The exceptions to this rule are words having ck before the "le". In these words the "le" is a separate syllable and the ck goes with the preceding syllable.

1. article   2. wiggle   3. gurgle   4. gentle   5. humble
6. bristle   7. trickle   8. cable   9. maple   10. chuckle

RULE 4 -- prefix / root word / suffix

In dividing words containing prefixes and suffixes, first take off the prefix and suffix, then divide the rootword following the first or second rules.

1. reduce   2. disagreeable   3. untrue   4. wishful   5. unmindful
6. rewashable   7. incorrect   8. detour   9. proceeding   10. enjoy

RULE 5 -- rootword/ed

"ed" is a separated syllable when the letters t or d come before the "ed".

1. wanted   2. charted   3. folded   4. protected   5. decorated
6. inspected   7. constructed   8. included   9. boosted   10. suspended

SYLLABLES

RULE 1 -- V.C./C.V.

When there are two consonants in the middle of the word divide between them. (Except blends) chip / munk

RULE 2 -- V./C.V.

When there is only one consonant in the middle of the word divide before it. (Except sometimes v, l, and r) ba / con

RULE 3 -- 1 Consonant le

When le comes at the end of the word divide before the consonant before the le. (Except ck when you divide after the ck / le / gig / gle

RULE 4 -- prefix / root word / suffix

Separate prefixes and suffixes from the root word. re / turn dan / ger / ous

RULE 5 -- root word / ed

ed is separated from the root word only when the root word ends in d or t. load / ed planned wast / ed

DIRECTIONS: Divide these words into syllables. Reread the rules if you need to do so.

cabbage
castle
cement
cherry
circus
coconuts
cowboy
peanuts
potato
explorer
musket
cradle
buttoning

teapot
Thanksgiving
Boston
dainty
rescuer
terribly
powder
museum
whirring
frosted
Ohio
disliked
heartless

nodded
tangled
dipped
disappeared
decided
abandon
displeased
cheering
finally
bleeding
successful
trapeze
obedience

SYLLABICATION - Review

DIRECTIONS: Listed below are some words which are to be divided according to Rules I, II, III, or IV. Write the syllable parts on the lines and indicate in the small space which rule you used.

				RULE
1.	candy			
2.	bolted	bolt	ed	IV
3.	demon			
4.	model			
5.	dragnet			
6.	digit	di	git	II
7.	baited			
8.	relish			
9.	modern			
10.	fiber			
11.	motto	mot	to	I
12.	expand			
13.	banjo			
14.	baby			
15.	hunter			
16.	paper			
17.	window			
18.	kitten			
19.	water			
20.	lifted			

NAME ______________________

CLASS TIME ________________

UNIT IV - SILENT LETTERS 3 HOURS

Hour 1 ---- Videotape (20 minutes) Silent Letters
Spelling Improvement, Chapter 4 (do not do posttest)

Hour 2 ---- Worksheets: Silent letters: Fossils in language
Discovering the OED

Hour 3 ---- Spelling Log
Taping
Posttest
Check off week's work with Instructor/Tutor

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SPELLING - Kris O'Harra

Accompanies Unit IV

Spelling Improvement

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CLASS TIME ________________

SILENT LETTERS: FOSSILS IN LANGUAGE

1. Straight

A number of Modern English words contain a silent gh. Most of these go back to Old English forms in which gh or at least he was pronounced.

For example, straight goes back to Old English streght, which was pronounced something like streg h t.

COPY: Straight is the only common English word ending in -aight.

2. eight eighth eighty

The Old English forms of eight, eighth, and eighty had no g, but the h was present and pronounced.

COPY: We saw eighty-eight mallards on the eighth.

3. neighbor

The Old English spelling of neighbor was neahgebur, meaning "nigh-dweller," someone who dwells nigh or near.

COPY: The house neighed at our neighbor.

4. weigh weight

Old English weigh was spelled wegan, and weight was spelled wiht. The two spellings blended in our weigh and weight.

COPY: Weigh this. What is the weight?

5. though thought

Though in Old English was thogh, and thought was thoht. Today both are spelled with gh, and u has crept in.

COPY: Though I thought and thought,
Though I fought and fought,
I couldn't pay
For all he bought.

6. through thorough

Through in Middle English was thurgh. Thorough was spelled thoruh (as well as several other ways).

COPY: Through the thorough search he looked thoughtful.

7. meant dealt

Meant and dealt each have a silent a. It is there because the basic verbs mean and deal have a.

COPY: I meant that I dealt you the wrong cards.

8. indict indictment

Indict and indictment are terms often used in law, as "The prisoner was indicted." The words are pronounded without the c, as if they were spelled indite and inditement. The reason for the c is that these two words go back to Latin dictare, meaning to say or to proclaim.

COPY: The grand jury indicted Jerry Rand. The indictment was long.

9. foreign reign sovereign

The silent g in foreign got in by mistake. Foreign comes from Latin foris, meaning out of doors or abroad, which as you see has no g. Someone, though, confused foreign with reign (from Latin regnare), and so the g crept in without a good reason. Sovereign got its g similarly. Make up a sentence with each word, foreign, reign, sovereign.

____

____

____

10. answer

Many English words have letters that are not now pronounced, although at some time in the past they probably were. The pronunciations have changed, but the spellings still keep the letters that have become silent. For example, there was an Old English word andswaru, which came from two other words, and and swerian, meaning to swear against. If someone else made a statement and you said it was not true, you were swearing against him. From the Old English andswaru has come our word answer, in which the ______ (What letters?) is not now pronounced.

11. condemn column solemn

Our words condemn, column, and solemn each have a silent n. These words came from Latin words in which the n was pronounced: condemnare, columna, solemnis.

COPY: The words condemn, column, and solemn each have a silent n.

____

____

12. psychology pneumonia respberry

The words psychology, pneumonia, and raspberry have silent p's that were once pronounced. Psychology comes from Greek psyche, the soul. Pneumonia is from Greek pneumones, the lungs. Raspberry goes back to an English raspis, meaning raspberry, to which an unnecessary berry was later added.

COPY: While I was studying psychology in the raspberry patch, [illegible]ught pneumonia.

____

____

13. lieutenant circuit

A lieutenant is an officer who may act in place of a higher officer. The word lieutenant is taken directly from French lieu (place) and tenant (holding). So a lieutenant holds the place. (You may know the expression in lieu of, meaning in place of.)

Circuit is spelled with a u and an i because the earlier Latin form was circuitus.

Write a sentence containing lieutenant and circuit.

____

____

14. court courteous courtesy rendezvous

Courteous and courtesy are spelled as they are because they are related to court. Persons who lived in the royal court were supposed to have very good manners. The word court is from Old French.
French has also given us rendezvous, from rendez-vous, meaning you go to a certain place.

COPY: At the court, which stressed courtesy, it was not considered courteous to arrange a secret rendezvous.

____

____

____

15. guard guarantee mortgage

French spelling also accounts for our spelling of **guard** (from Old French guarder) and guarantee (from Old French guarantie).
Mortgage, with its now silent t, comes from Old French mort, meaning dead, and gage, meaning pledge. If you mortgage your property, you pledge that the lender may have the property if you do not pay, but the pledge becomes dead when you do pay.

COPY: The guard guaranteed the payment of the mortgage.

____

____

16. yacht guess whole

The silent ch in yacht was not silent in the Dutch word, which was jacht, rhyming with docked.
We are not quite sure why u appears in guess or w in whole. Scandinavian or Low German influence appears in guess, and the w in whole may be akin to the w in such words as who, what, why.

COPY: I guess you can't charter less than a whole yacht.

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SPELLING

ACCOMPANIES UNIT IV,
Spelling Improvement

NAME ______________________________

CLASS TIME ________________________

DISCOVERING THE OED (OXFORD ENGLISH DICTIONARY)

Many words in our language containing silent letters have their origins in words used by ancient people who pronounced these words differently. The Oxford English Dictionary is a source in our library where we can trace a word from its origin down through the history of our language.

1. Using the OED, look up the following words:

   debt

   doubt

   subtle

   How were these words originally spelled when they first appeared in our language? When was the silent letter "b" inserted in each word? What is the significance of this time?

2. In the OED, look up the following words:

   right

   night

   light

   delight

   Which of these words has an origin and development that is different from the others?

3. Look up Wednesday and Tuesday in the OED. What are the origins of these words?

NAME ____________________

Class Time ______________

UNIT V - VOWEL STRESS

3 HOURS

Hour 1 ---- Videotape (20 minutes) Vowell Stress
Spelling Improvement, Chapter 5 (do not do post test)

Hour 2 ---- Worksheets: The schwa Sound
Dangerous vowels

Hour 3 ---- Spelling Log
Taping
Posttest
Check off week's work with Instructor/Tutor

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Spelling
Kris O'Harra

Accompanies Unit V,
Spelling Improvement

Name________________________________

Class Time___________________________

The Schwa Sound

When vowels such as the letters i, a and e are not stressed in the syllables of words, these different letters may all end up sounding the same. This unstressed sound is sometimes called a "schwa" sound. In pronunciation keys this sound is often written as an upside-down e (_). This symbol is called a "schwa".

Rewrite (3 times) each of the following words that contain schwa sounds which are spelled by the letter i. Enlarge the schwa sounding vowel in the word as you rewrite it.

Example:
Specimen - specImen, specImen, specImen

1. accident -

2. basis -

3. evidently -

4. experiment -

5. opportunity -

Rewrite (3 times) the following words that contain the letter a pronounced as a schwa sound:

Example:
amateur - amAteur, amAteur, amAteur

6. character -

7. dictionary -

8. emphasize -

9. magazine -

10. miracle -

Rewrite (3 times) the following words that contain the letter e pronounced as a schwa sound:

Example:

cafeteria - cafEteria, cafEteria, cafEteria

11. competition -

12. interest -

13. operate -

14. penetrate -

15. supplement -

Now write 15 sentences including three different words containing schwa sounds (one from each of the above lists) in each sentence:

Example:

The spec(i)men was discovered by the am(a)teur in the caf(e)teria.

1.
2.
3.
4.
5.
6.
7.
9.
9.
10.
11.
12.
13.
14.
15.

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DANGEROUS VOWELS

Starting with four problem words in which the obscure vowel sound ( ) is represented by A, consider each of the following, concentrating particularly on the underlined vowel, then rewrite the complete word *twice*:

1. SEPARATE ______________ ______________
2. COMPARATIVE ______________ ______________
3. VANILLA ______________ ______________
4. SYNAGOGUE ______________ ______________

Now, note the following 10 spelling demons in which the letter E represents the obscure vowel sound.

5. DESPAIR ______________ ______________
6. DESPERATE ______________ ______________
7. DESCRIBE ______________ ______________
8. DESCRIPTION ______________ ______________
9. INDESCRIBABLE ______________ ______________
10. DEVISE ______________ ______________
11. CATEGORY ______________ ______________
12. MATHEMATICS ______________ ______________
13. PHENOMENON ______________ ______________
14. VINEGAR ______________ ______________

In the following list, the obscure vowel sound is indicated by the letter I.

15. DIVIDE ____________ ____________
16. DISCRIMINATE ____________ ____________
17. RIDICULOUS ____________ ____________
18. DEFINITELY ____________ ____________
19. ELIGIBLE ____________ ____________
20. COMPARISON ____________ ____________

In the 21st word the letter O represents the obscure vowel sound; in 22 and 23 the letter U is often a problem:

21. RHINOCEROS ____________ ____________
22. PURSUIT ____________ ____________
23. GUTTURAL ____________ ____________

Practice:

These 23 words are often misspelled; the point of error is usually the vowel sound that can be represented by any one of five vowels. For added practice, first fill in the missing vowel, then rewrite the complete word.

1. PHENOM___NON ________________
2. COMPAR___TIVE ________________
3. COMPAR___SON ________________
4. DESP___RATE ________________
5. D___SPAIR ________________
6. D___VIDE ________________
7. D___SCRIBE ________________
8. D___SCRIMINATE ________________
9. D___VISE ________________
10. R___DICULOUS ________________
11. V___NILLA ________________
12. CAT___GORY ________________

13. P__RSUIT ____________________

14. RHINOCER___S ____________________

15. D___SCRIPTION ____________________

16. DEFIN___TELY ____________________

17. GUTT___RAL ____________________

18. MATH___MATICS ____________________

19. EL___GIBLE ____________________

20. VIN___GAR ____________________

21. IND___SCRIBABLE ____________________

22. SYN___GOGUE ____________________

23. SEP___RATE ____________________

NAME ____________________

CLASS TIME ______________

UNIT VI - SOUND-ALIKE SUFFIXES

3 HOURS

Hour 1 ---- Videotape (20 minutes) Sound-alike suffixes
Spelling Improvement, Chapter 6 (do not post test)

Hour 2 ---- Worksheets: Rules for ABLE and IBLE
Words ending in ISE
Words ending in IZE, YZE

Hour 3 ---- Spelling Log
Taping
Posttest
Check off week's work with Instructor/Tutor

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Spelling
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Accompanies Unit VI
Spelling Improvement

Name________________________

Class Time___________________

RULES FOR
-ABLE and -IBLE

The following is a list of commonly misspelled words ending in -able:

acceptable
adaptable
adjustable
advisable
affable
agreeable
allowable
amenable
amiable
amicable
arguable
available
avoidable

bearable
believable
breakable

capable
changeable
comfortable
commendable
communicable
companionable
comparable
conceivable
considerable
culpable
curable

damageable
debatable
delectable
demonstrable
dependable
durable

educable
employable
enforceable
enjoyable
enviable
equitable
eradicable
exchangeable
excitable
excusable
expendable
explainable

fashionable
favorable
flammable
forseeable
forgettable
forgivable
formidable

governable

habitable
honorable
hospitable

imaginable
immeasurable
immovable
immutable
impassable
incurable
indefatigable
indispensable
indomitable
ineffable
inevitable
inexorable
inexplicable
inflammable
inimitable
innumerable
insatiable
inscrutable
inseparable
insufferable
insurmountable
interminable
invariable
irreconcilable
irredeemable
irrefutable
irreparable
irreplaceable
irreproachable
irrevocable
irritable

justifiable

knowable
knowledgeable

lamentable
laudable

deplorable
desirable
despicable
detachable
detectable
detestable
disagreeagle
disputable
distinguishable

mentionable
miserable

navigable
negotiable
notable
noticeable

objectionable
obtainable
operable

platable
palpable
pardonable
passable
payable
peaceable
perceivable
perishable
personable
pitiable
pliable
practicable
predictable
preferable
presentable
probable
profitable
pronounceable

impeccable
impenetrable
impermeable
imperturbable
implacable
impregnable
improbable
inadvisable
inalienable
incalculable
incomparable

provable
publishable
punishable

readable
reasonable
receivable
recoverable
rectifiable
redeemable
refutable
regrettable
reliable
remarkable
removable
repairable
repayable
reputable
resolvable
retainable
retractable
returnable

salable
salvageable
seizable
separable
serviceable
shakable

laughable
liable
likable
livable
lovable

malleable
manageable
marriageable
measurable
memorable

sizable
solvable
stretchable

tarnishable
taxable
teachable
tolerable
touchable
traceable
trainable
transferable
treasonable
treatable

unbelievable
uncontrollable
undeniable
unmistakable
untenable
unthinkable
usable

valuable
variable
viable
vulnerable

workable

WORDS ENDING IN -ible

accessible
admissible
audible

combustible
compatible
comprehensible
contemptible
convertible
convincible
corruptible
credible

deductible

inedible
ineligible
inexhaustible
inexpressible
infallible
inflexible
intangible
invincible
invisible
irascible
irresistible
irresponsible

defensible
destructible
digestible
dirigible
discernible

edible
eligible
expansible
expressible

fallible
feasible
flexible

legible

negligible

ostensible

perceptible
perfectible
permissible
plausible

reducible
reprehensible

forcible

gullible

illegible
imperceptible
impossible
inaccessible
inadmissible
imcomprehensible
incorrigible
incredible
indefensible
indelible

reversible

seducible
sensible
suggestible
suppressible
susceptible

tangible

unintelligible

visible

The words in the preceding lists were formed by adding the endings -able and -ible to other basic words. When studying the final letter of the basic word that precedes the ending -able or -ible we can make the following generalizations about whether words end in -able or -ible. In the following table, fill in two examples (using the words on the previous lists) for each generalization listed.

Basic Word Part Ends With	Ending	Examples	Exceptions
vowel	-able	changeable reliable	none
b	-able	____________ ____________	none
hard c	-able	____________ ____________	none
f	-able	____________ ____________	none
hard g	-able	____________ ____________	none
h	-able	____________ ____________	none
k	-able	____________ ____________	none
m	-able	____________ ____________	none
n	-able	____________ ____________	discernible
p	-able	____________ ____________	none

Basic Word Part Ends With	Ending	Examples	Exceptions
r	-able	____________ ____________	none
v	-able	____________ ____________	none
z	-able	____________ ____________	none
soft c	-ible	____________ ____________	none
soft g	-ible	____________ ____________	none
ns	-ible	____________ ____________	none
ss	-ible	____________ ____________	none

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Accompanies Unit VI
Spelling Improvement

Spelling
Kris O'Harra

Name____________________

Class Time ______________

WORDS ENDING IN -ISE

WORDS TREATED

- advertise
- advise
- comprise
- compromise
- despise
- devise
- disguise
- enterprise
- exercise
- improvise
- merchandise
- revise
- supervise
- surprise

1. exercise

Only some thirty-five fairly common words end with -ise in American spelling. (The British use -ise for some words that Americans spell with -ize.) Since words like wise and rise cause little difficulty, we need to concentrate on only a dozen or so troublemakers.

One of these is exercise. Note the er and the c, as well as the -ise ending.

Write: ex er cise, exercise ______________________________

2. disguise

Disguise causes trouble because of the silent u, as well as the -ise.

Copy: Guise and disguise are common English words ending in -ise.

____

____

3. comprise enterprise surprise

Note that the three words above all end in -prise.

Copy: This enterprise comprises surprises.

____

4. advise devise

The two words above are used as verbs: I advise you to accept; otherwise he will devise some solution.

Make up a short sentence of your own with each verb.

5. improvise revise supervise

Three more -vise words are listed above.
Try to make up a sentence that will include all three.

6. compromise merchandise

Copy: He would accept no compromise; the merchandise must be shipped at once.

7. advertise despise (Note the de)

Copy: I despise companies that advertise misleadingly.

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WORDS ENDING IN -yze or -ize

WORDS TREATED

analyze
apologize
catalyze
electrolyze
fertilize
harmonize
hypnotize
monopolize
organize
paralyze
plagiarize
realize
solemnize
specialize
symbolize
sympathize
systematize

1. analyze paralyze

The easiest way to remember whether a word ends in -yze or -ize is to memorize four words with -yze. The others end in -ize.

Two of the -yze words are frequently used. They are analyze and paralyze.

Copy: The noun forms of analyze and paralyze also have y's: analysis and paralysis.

____

____

2. catalyze electrolyze

Two less common -yze words are used in science. One is catalyze, meaning to cause a reaction without making a change in the chemical that triggers the reaction. The other is electrolyze, meaning to break into ions by use of an electric current.

Copy: The noun forms of catalyze and electrolyze are catalysis and electrolysis.

____

____

3. Without looking back at Frames 1 and 2, write the four -yze words twice each.

______________, ______________, ______________, ______________,

______________, ______________, ______________, ______________

4. apologize hypnotize monopolize realize

Over four hundred other English words end in -ize. Here we shall look at only a few that are often misspelled. (The British use -ise for many such words.)

Write: apologize, hypnotize, monopolize, realize.

____________________, ____________________, ____________________,

____

5. solemnize sympathize systematize

Copy: to solemnize an occasion, to sympathize with a friend, to systematize your record-keepking.

____

____

____

6. fertillize harmonize organize

Write a phrase starting with to for each of the words above.

____

____

____

7. plagiarize specialize symbolize

Write the three -ize words given above, with your own brief definition of each.

____

____

____

NAME ____________________

CLASS TIME ________________

UNIT VIII - HOMONYMS

3 HOURS

Hour 1 ---- Videotape (20 minutes) Homonyms
Spelling Improvement, Chapter 8 (do not do posttest)

Hour 2 ---- Worksheets: Homophones
Working with Homophones

Hour 3 ---- Spelling Log : ______ words; Log test______
Taping
Posttest, Chapter 8 : ________
Check off week's work with Instructor/Tutor

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Spelling

Accompanies Unit VIII
Spelling Improvement

Name______________________________

Class Time ________________

HOMOPHONES

1. altar alter

An altar is a table or other sturcture used in religious worship. It is spelled with -ar because it comes from Latin altare. The king placed his offering upon the altar.

Alter is a verb, meaning to change: Your arguments do not alter my opinion.

Write an original sentence with each word: altar and alter.

____

____

2. its it's

This unit concerns homonyms (words like its and it's, which sound alike but have different meanings) and also other words that are somewhat alike without being homonyms.

Its is a possessive form: The dog wagged its tail. Just as possessives like his and my have no apostrophe, neither does its.

It's is a contraction of it is or it has: It's warm today. It's been a long time.

Write one original sentence with each word: its and it's.

____

____

3. loose lose

If something is loose, it is not fastened. If a goose escapes, you may say, "That goose is loose!"

If you lose something, you will probably try to find it again.

Write an original sentence with each word: loose and lose.

4. passed past

This unit concerns homonyms (words like passed and past, which sound alike but have different meanings) and also other words that are somewhat alike without being homonyms.

Passed is a verb: She passed me the biscuits.

Past is an adjective, a noun, an adverb, or a preposition: The past (adjective) week already seems far in the past (noun). A car whizzed past (adverb). I walked past your house (preposition).

Write one original sentence using passed correctly and others using past correctly in each of the four ways.

5. pedal peddle

Your bicycle has pedals, and you pedal to school.

To peddle is to sell, especially door to door.

Write an original sentence with each word: pedal and peddle.

6. their they're there

Their means belonging to them: Their heir is their son.

They're is a contraction of they are: They're going to the game.

There is the opposite of here. Note that "here" is contained in "there."

Write an original sentence with each word: their, they're, there.

____

____

____

7. two to too

Two is a number: two fried eggs.

To, one of the most frequently used words in English, has its most common meanings illustrated in the nursery rhyme: To market, to market, to buy a fat pig.

Too means also, or refers to an excessive amount: Let me go, too. She is too thin.

Write an original sentence with each word: two, to, and too.

____

____

____

8. your you're

Your is a possessive form: your shirt, your typewriter.

You're always means you are: You're early.

Write an original sentence with each word:

____

____

Match each definition with the words in the first part of this handout. The first letters have been supplied. Write each word in full:

a. went beyond (pa) ________________

b. belonging to them (th) ________________

c. opposite of tight (lo) __________________

d. device to be pushed with the foot (pe) _______________

e. the olden days (pa) _________________

c. contraction of they are (th) ____________

d. to misplace (lo) ______________

e. belonging to you (yo) ______________

f. to sell from house to house (pe)___________

g. in that place (th)__________

h. you are (y) ____________

i. contraction of it is (i) __________

j. one plus one (t)__________

k. also (t) ______________

l. belonging to it (i) _____________

m. toward (t) ________________

Write in full each incomplete word, choosing the most suitable from those studied in this handout.

1. While I was going up the hill, one (pe)______________on my bicycle came

(l) _______________and fell off.

(Th) ______________was nothing to do except dismount and push my bicycle

(pa)______________________the summit so I could coast down the other side.

2. Since they have (pa)_____________(th)______________final tests, (th)__________

sure to graduate.

3. When Gertrude used to (pe)______________greeting cards, she carried them in a locked briefcase so she would not (l) _________them.

4. (I)_________ten o'clock.

5. You brought (t)__________many buns.

6. Come (t)______my house.

7. Blue and yellow are my (t)___________favorite colors

8. The dog was chasing (i)___________tail.

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Spelling

Accompanies Unit VIII
Spelling Improvement

Name____________________________

Class Time ______________________

WORKING WITH HOMOPHONES

Below each of the following homophones write a brief definition.

complement	compliment	
their	there	they're
all ready	already	
it's	its	
course	coarse	
principle	principal	
council	counsel	consul
all together	altogether	
stationery	stationary	
capital	capitol	
sight	site	cite
past	passed	
to	too	two

their	they're	there
no	know	
your	you're	
who's	whose	

Choose 10 of the above words that you use most often and write a sentence for each (you may use the back of this paper.)

NAME ____________________

CLASS TIME ________________

3 HOURS

UNIT IX - SIMILAR WORDS

Hour 1 ---- Videotape (20 minutes) Similar Words
Spelling Improvement, Chapter 9 (do not do posttest)

Hour 2 ---- Worksheets: Confusing pairs
Some words that seem alike

Hour 3 ---- Spelling Log
Taping
Posttest on hapter 9
Check off week's work with Instructor/Tutor

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ACCOMPANIES UNIT IX

SPELLING IMPROVEMENT

SPELLING

NAME ____________________

CLASS TIME ______________

CONFUSING PAIRS

There are many word pairs that are often confused because they sound almost alike, as illusion and allusion. Strictly speaking, such pairs are not homonyms. However, they cause spelling difficulties and for that reason are listed and defined below. So, too, are words that resemble one another so closely in spelling that they are a frequent source of trouble, as moral and morale, and dairy and diary.

advice,	n. counsel. We asked the teacher for advice.
advise,	v. to give counsel. Our parents are ready to advise us.
ally,	v. to joint with. England can usually be expected to ally herself with the United States.
ally,	n. one who joins with another. France was our ally in World War II.
alley,	n. a narrow thoroughfare. The cat disappeared down the alley.
allusion,	n. a reference to. The judge made an allusion to an old ruling.
illusion,	n. a deception. Some people suffer from illusions.
angel,	n. a supernatural being. Disputes about angels are found in medieval thought.
angle,	n. corner, point of view. Advertisers are always looking for a new angle.
beside,	prep. by the side of. The bride stood beside her husband.
besides,	adv. in addition to. Besides a bonus, he received a raise.
breath,	n. an exhalation. The breath froze in the cold air.
breathe,	v. to take in or let our breath. The doctor asked the patient to breathe in deeply.
cloths,	n. bits of cloth. Try using new wash cloths.
clothes,	n. covering for the human body. Beau Brummel's clothes were the talk of London.
consul,	n. an official in one country representing another. The Russian consul in the United States represents his country's interests.
counsel,	n. an attorney. The counsel for the defense entered a plea of guilty.
credible,	a. believable. The witness made her story credible.

creditable,	a. praiseworthy. The soldier's action was creditable.
desert,	n. dry, barren ground. The Gobi desert is vast.
desert,	v., n. to abandon. The cowardly soldier tried to desert.
device,	n. a contrivance. The inventor showed his new device for producing electricity.
devise,	v. to make a contrivance. The inventor devised a new means of producing electricity.
emigrant,	n. one who leaves a country for another. America welcomes emigrants of good character from many lands.
immigrant,	n. one who comes to another country after leaving his own. Forty million immigrants brought many resources to America.
formally,	adv. done in a formal or regular manner. The bridegroom was dressed formally.
formerly,	adv. earlier. Formerly, soldiers had to wait a long time for promotion.
ingenious,	a. clever, tricky. The device for operating the ship was ingenious.
ingenuous,	a. open, frank, innocent. The ingenuous countenance of the pretty witness won over the jury.
later,	adv. comparative degree of late. It's later than you think.
latter,	of two things, the one mentioned second. Of the two desserts, e-cream or sherbert, I chose the latter.

EXERCISE: Select the correct word in parentheses, and underline.

1. He likes to wear brightly colored (clothes, cloths).
2. This development in art comes in a (later, latter) period in history.
3. Refugees in Hong Kong rushed to the American (consul, counsel) for safety.
4. Before signing this contract, you should get legal (advice, advise).
5. He placed the boxes (beside, besides) the wall.
6. During the early part of this century, many (immigrants, emigrants) from England went to Australia.
7. All those who attended the banquet were (formerly, formally) attired.
8. The young child had an (ingenious, ingenuous) countenance.
9. During the last war, the United States was an (ally, alley) of England.
10. The orator's speech was full of literary (illusions, allusions).

MORE PROBLEM WORDS:

loose,	a. free, unattached. The screw was loose.
lose,	v. to miss from one's possession. I would not like to lose any more money at the races.
moral,	a., n. pertaining to the good and proper. Man lives by moral law as well as man-made law.
morale,	n. state of well-being of a person or group. The morale of our troops in the Middle East was high.
personal,	a. pertaining to a person or individual. Our quarrel in the office was not due to a business but to a personal argument.
personnel,	n. the body of persons employed in some service. Because he had a deep understanding of people, he was appointed personnel manager.
quiet,	a. free from noise. In hospital areas, quiet must be preserned.
quite,	a. entirely, completely. The patient was quite conscious throughout the operation.
than,	cj. a conjunction. Gold is heavier than silver.
then,	adv. an adverb of time. We shall await you then.

EXERCISE:

Select the correct word in parentheses, and underline.

1. Good food cannot always contribute to high (moral, morale) in the army.
2. Such demands are (quiet, quite) impossible to meet.
3. Problems of (personal, personnel) always arise where there are many employees.
4. The (loose, lose) stone caused the scout to slip.
5. Love is more powerful (then, than) hate.
6. I was (formally, formerly) dressed for the occasion.
7. Where did you (lose, loose) the money?
8. Every fable has a (moral, morale).
9. The tree-shaded street was (quite, quiet) deserted.
10. Rather (than, then) take a risk, he put his money in a bank.

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ACCOMPANIES UNIT IX
SPELLING IMPROVEMENT

SPELLING

NAME ______________________

CLASS TIME ________________

SOME WORDS THAT SEEM ALIKE

WORDS TREATED

altar
alter
carat
caret
carrot
complement
compliment
council
counsel
desert
dessert
hear
here
rinse
statue
stature
statute
waist
waste
wrench

1. hear here

This unit concerns homonyms (words like hear and here that sound alike but have different meanings) and also other words that are somewhat alike without being homonyms.

To hear is to receive sound. Associate it with ear: You hear with your ear.

Here means in this place. It is the opposite of there, which is the same in spelling except for the t: We wandered here and there.

Write one original sentence with each word: hear and here.

____

____

2. altar alter

An altar is a table or other structure used in religious worship. It is spelled with -ar because it comes from Latin altare. The king placed his offering upon the altar.

Alter is a verb, meaning to change: Your arguments do not alter my opinion.

Write an original sentence with each word: altar and alter.

____

____

3. dessert desert

A dessert is the last course of a meal: We had cake for dessert.

Desert (dĕz' ert) as a noun means a large, desolate, sandy place: the Gobi Desert. Desert (dē zurt') as a verb means to abandon: I will never desert my friends.

Write an original sentence with each word: dessert and desert (as a noun and as a verb).

____

____

4. compliment complement

You like to get a compliment, because it is something favorable said about you.

A complement is something that fills out or completes. Associate complement with complete: If an angle is 60°, its complement, which could be added to complete a right angle, is 30°. As a verb, complement means to add to in order to complete: Her work complemented her husband's.

Write an original sentence with each word: compliment and complement.

____

____

5. wrench rinse

A wrench is a tool: Please hand me that wrench. To wrench is to twist forcefully: He wrenched the stick from her hands.

To rinse is to wash lightly or to remove soap, etc., from something: Rinse the oil filter in gasoline.

Write an original sentence with each word: wrench and rinse.

____

____

6. counsel council

Counsel as a noun means advice: Her uncle was called upon for his counsel. As a verb, counsel means to give advice to: Will you counsel me?

A council is a governing or advisory group: Our Student Council meets weekly.

Write an original sentence with each word: counsel (as a noun and as a verb) and council.

____

____

7. waist waste

Your waist is the small part of your body between your thorax and hips: Sylvia has a tiny waist.

To waste is to squander: Don't waste your money.

Write an original sentence with each word: waist and waste.

____

____

8. carat caret carrot

Carat is a weight used by jewelers; a one-carat diamond weighs 200 milligrams. (Carat is also used for karat sometimes; 24-karat or 24-carat gold is pure gold.)

Caret is a mark often used in editing to show an insertion: ∧ is a caret.

A carrot is a vegetable.

Write an original sentence with each word: carat, caret, carrot.

____

____

____

9. statue stature statute

These three words have quite different meanings. A statue is a sculpture, usually of a person: a statue in the park.

Stature means height (literally or figuratively): a statesman of stature.

A statute is a law or other official regulation: new statutes enacted by the legislature.

Write an original sentence with each word: statue, stature, statute.

____

____

____

10. Match each definition with one of the words we studied in this unit. The first letter or letters have been supplied. Write the words in full.

a. rich food, usually sweet, [de] ____________________

b. table for worship, [al] ____________________

c. to receive sound, [he] ____________________

d. favorable comment, [com] ____________________

e. an orange vegetable, [c] ____________________

f. a piece of sculpture, [stat] ____________________

11. Follow the instructions for Frame 10.

a. part of body just above hips, [wa] __________

b. advice, [cou] ____________________

c. to change, [al] ____________________

d. a tool for turning, [w] ____________________

e. in this place, [he] ____________________

f. a law or ordinance, [stat] ____________________

g. a proofreader's mark, [c] __________ ___

12. Follow the instructions for Frame 10.

a. to squander, (wa) ____________________

b. dry, sandy region, (de) ________________

c. that which completes, (com) ____________

d. to wash lightly, (r) __________________

e. advisory group, (cou) _________________

f. a jeweler's weight, (c) _______________

g. height, (stat) _______________________

13. Write in full each incomplete word, choosing the most suitable from those studied in this unit.

a. The accident made us (al) __________ our plans.

b. Did you ever (he) __________ such an eerie sound?

c. I should like to (com) __________ you on your informative speech.

d. In dry regions one should not (wa) __________ water.

e. Is it true that eating (c) __________s will add to one's (stat) ______________?

14. Follow the instructions for Frame 13.

a. A surprising number of animals live in the (de) ____________.

b. Sir Kay tried to (w) ____________ the sword from Sir Jay.

c. The old man's (co) ____________ seemed sensible, although we could hardly hear his voice.

d. What is the (com) __________ of an angle of 57 degrees?

e. Place the flowers before the (al) ____________.

f. It's too bad that we couldn't enforce a (stat) ____________ saying that every diamond must weigh at least one (c) ____________.

15. Follow the instructions for Frame 13.

a. The (de) ______________ consisted of a tough, gelatinous, inedible gray mass.

b. Her (w) ________________ measures twenty-four inches.

c. Stack the firewood over (he) ___________________.

d. Our teacher belongs to the National (Co) _________________ of Teachers of English.

e. (R) _____________ your hair thoroughly.

f. A (c) ____________ looks like an upside-down v.

g. There are many jokes about what pigeons do to (stat) __________________s.

16. Select from the words we studied in this unit two or three that have given you trouble in the past. Write an original sentence with each (not the same sentence you wrote earlier in this unit).

____

____

NAME ____________________

CLASS TIME ________________

UNIT X - DOUBLING THE FINAL CONSONANT   3 HOURS

Hour 1 ---- Videotape (20 minutes) Doubling the final consonants
Spelling Improvement, Chapter 10 (do not do posttest)

Hour 2 ---- Worksheets: Doubling the final consonant rule
The basic rule
Double trouble

Hour 3 ---- Spelling Log
Taping
Posttest on Chapter 10
Check off week's work with Instructor/Tutor

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Accompanies Unit X,
Spelling Improvement

Class Time ________________

Doubling the Final Consonant Rule

A. Double the final consonant if a short word or accented syllable ends in one vowel and one consonant. Examples: bag-baggage, control-controlled

B. Do not double the final consonant if a word ends in two consonants. Examples: stand-standing, milk-milked

C. Do not double the final consonant if a word ends in two vowels and one consonant. Examples: read-reading, lead-leader

D. In a word of more than one syllable, if the accent is not on the last syllable, do not double the final consonant. Examples: prefer-preference, market-marketing

Spell each new word correctly, and write A, B, C, or D in front of it to show which part of the rule fits the word.

___ 1. patrol+ed ________________
___ 2. retool+ing ________________
___ 3. prefer+ence ________________
___ 4. admit+ance ________________
___ 5. control+able ________________
___ 6. brighten+ed ________________
___ 7. impel+ing ________________
___ 8. transmit+ed ________________
___ 9. bet+ed ________________
___10. develop+ing ________________
___ 11. dislike+ed ________________
___ 12. utter+ance ________________
___ 13. depend+ence ________________
___ 14. refer+ence ________________
___ 15. unfit+ing ________________
___ 16. confer+ence ________________
___ 17. outwit+ed ________________
___ 18. prefer+ed ________________
___ 19. counsel+or ________________
___ 20. reveal+ing ________________

Underline the incorrect spelling in each line. If all four are correct, put a check mark to the left of the number.

1. bidder, drugist, funny, getting
2. calmness, cheerfulness, quizzing, meanest
3. empelling, incured, omitted, permitted
4. stopped, sunning, thinner, trimed
5. repealled, fermented, scattering, transferred

6. credited, deferred, prefered, disappointed
7. distilled, equipment, exceled, expelled
8. luggage, mannish, controlled, occasioned
9. propelled, recured, regretted, remitted
10. appealing, attacked, condemned, conferred

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Spelling
Name ____________________

Accompanies Unit X
Spelling Improvement

Class Time ______________

The Basic Rule

A. The basic rule for doubling a final consonant is this: Double the final consonant if the preceding vowel is short, but do not double it if the vowel is long. (This rule applies only to words with a single vowel preceding a single final consonant. It does not apply to words like TREADING and SISTER.)

The following table shows word endings and relates the vowel sound to the single or doubled final consonant.

Long Vowels		Short Vowels	
Basic Word	Word + Ending	Basic Word	Word + Ending
fate	fated	fat	fatten
cane	caning	can	canning cannery
bite	biter	bit	bitten bitter
grime	grimy	grim	grimmer
wine	winery	win	winner winning
hope	hoping	hop	hopping hopper
tone	toner	ton*	tonnage*
cute	cutest	cut	cutting cutter
tune	tuned	stun	stunned stunning

---

* The sound of the o here is short u, which is true of many words with the -on combination.

Try completing a similar table with your own examples. Do not use s endings.

Long Vowels		Short Vowels	
Basic Word	Word + Ending	Basic Word	Word + Ending
________	mated	mat	________ ed
	________ ing		________ ing
rope	roped	________	dropped
	________ er		________ er
	________ ing		________ ing
________	riper	rip	________ ed
	________ en		________ er
	________ est		________ ing

B. Write brief definitions for the following words:

1. caning -
2. canning -
3. hoping -
4. hopping -
5. biter -
6. bitter -

C. Add the ending "ing" to dine ________________

to din ________________

What is the meaning to each word you have made?

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Accompanies Unit X,
Spelling Improvement

Class Time ____________________

Double Trouble

Using the information given in Chapter 10 of your Spelling Improvement textbook, write the required form of each of the following words.

(a) compel ________________ing
(b) occur ________________ence
(c) bus ________________ed
(d) chagrin ________________ed
(e) benefit ________________ing
(f) differ ________________ent
(g) profit ________________ing
(h) travel ________________ed
(i) cancel ________________tion
(j) gas ________________ing
(k) inhibit ____________________ing
(l) rebut ____________________ed
(m) omit ____________________ing
(n) prefer ____________________ence
(o) focus ____________________ing
(p) question ____________________aire
(q) demand ____________________ing
(r) embarrass ____________________ment
(s) develop ____________________ing
(t) commercial ____________________ize

Pick five of the above words that you use often, and write one complete sentence using each word:

1.

2.

3.

4.

5.

NAME ____________________

CLASS TIME ______________

UNIT XI - THE FINAL E   3 HOURS

Hour 1 ---- Videotape (20 minutes), The Final E
Spelling Improvement, Chapter 11 (do not do post test)

Hour 2 ---- Worksheets: Farewell to the Final "E"
Final "E"rrors
Dropping or retaining the final "E"

Hour 3 ---- Spelling log
Taping
Post test on Chapter 11
Check off week's work with Instructor/Tutor

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NAME ______________________ ACCOMPANIES UNIT XI

CLASS TIME __________________ SPELLING IMPROVEMENT

FAREWELL TO THE FINAL "E"

Drop the e rule

A. If a word ends in a silent e, drop the e before adding a suffix that starts with a vowel. Examples: love-loving, care-cared.

B. If a word ends in a silent e, keep the e when adding a suffix that starts with a consonant. Examples: love-lovely, care-careful.

C. Exception: In words ending in ce and ge before able and ous you retain the e to preserve the soft sound of c and g. Examples: notice-noticeable, courage-courageous.

D. Other exceptions include: mileage, wisdom, judgment, ninth, truly.

Spell each new word correctly, and write A, B, C, or D in front of it to show which part of the rule fits the word.

_____ 1. argue+ing ____________

_____ 2. imagine+ation ____________

_____ 3. create+or ____________

_____ 4. amuse+ment ____________

_____ 5. propose+ing ____________

_____ 6. meddle+some ____________

_____ 7. judge+ing ____________

_____ 8. judge+ment ____________

_____ 9. increase+ing ____________

_____ 10. nine+ty ____________

_____ 11. struggle+ing ____________

_____ 12. encourage+ment ____________

_____ 13. change+able ____________

_____ 14. advise+able ____________

_____ 15. pronounce+ing ____________

_____ 16. fate+ful ____________

_____ 17. wise+er ____________

_____ 18. wise+dom ____________

_____ 19. mine+ing ____________

_____ 20. nine+th ____________

Underline the incorrect spelling in each line, If all four are correct, put a check mark to the left of the number.

21. valueing, notable, likely, awful

22. marriageable, forceable, peacable, unpronounceable

23. losing, scheduling, separateing, sizable

24. grievous, improvement, chargeable, couragous

25. seizure, writing, truly, valueing

26. arrangement, adviseable, accumulating, accommodating

27. approval, achievement, licensing, icing

28. liklihood, liveliness, realizing, scenery

29. imagination, struggling, moveable, sincerely

30. exchangable, lying, definitely, balanced

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SPELLING — ACCOMPANIES UNIT XI

NAME ____________________________ — SPELLING IMPROVEMENT

CLASS TIME ______________________

FINAL "E"RRORS

Each of the following words has an error in the dropping or retention of final E. Make the correction in the space to the right.

1. scarcly ____________________
2. vengance ____________________
3. truely ____________________
4. tastey ____________________
5. noticable ____________________
6. changable ____________________
7. perspireing ____________________
8. retireing ____________________
9. aweful ____________________
10. wisedom ____________________
11. assureance ____________________
12. insureance ____________________
13. outragous ____________________
14. servicable ____________________
15. couragous ____________________
16. gorgous ____________________
17. pronouncable ____________________

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SPELLING

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CLASS TIME ______________________

ACCOMPANIES CHAPTER XI

SPELLING IMPROVEMENT

DROPPING OR RETAINING THE FINAL "E"

Read the following sentences. There will be many examples of dropping or retaining the final E.

1. While they were staring at the stars, they saw something stirring in the bushes.
2. It takes much planning to build a house preferred by others.
3. The cannery used plenty of cane sugar with such fruits as pineapples and peaches.
4. Dressed sloppily, the tramps plodded along wearily on the pitted country road.
5. By using scraps of food, the cook managed to scrape together a fair meal after the scrapping of the parents was over.
6. The little moppet sat moping in her little chair while the mother mopped up the food which was lying sloppily on the floor.
7. After we refused to have anything to do with her, the discharged maid fumed and fussed effusively and finally stamped out of the room.
8. By dotting your i's and crossing your t's you can take a small step toward better spelling.
9. While a troop of cavalry was ridding the woods of the stragglers, a second troop was riding into the village.
10. As the giant airliner hopped off, my parents were praying and hoping that all would go well.

Now turn the paper over. Then, check out a tape recording from a tutor (or your instructor) and listen to the taped dictation of these sentences. Write them in full from the dictation on a separate sheet of paper. Check your answers.

NAME ____________________

CLASS TIME ________________

UNIT XII - THE FINAL Y

3 HOURS

Hour 1 ---- Videotape (20 minutes), The Final Y
Spelling Improvement, Chapter 12 (do not do post test)

Hour 2 ---- Worksheets: The Y and I Rule
The Final Y

Hour 3 ---- Spelling log
Taping
Post test on Chapter 12
Check off week's work with Instructor/Tutor

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SPELLING

ACCOMPANIES UNIT XII

SPELLING IMPROVEMENT

NAME ______________________________

CLASS TIME ________________

THE Y TO I RULE

A. If a word ends in a consonant plus y, change the y to i and add the ending.

city + es = cities
c + y

B. If a word ends in a vowel plus y, do not change the y.

boy + s = boys
v + y

C. If you add an ing ending, do not change the y.

study + ing = studying

EXCEPTIONS

pay, (paid), paying, payment

say, (said), saying

day, (daily), days

gay, (gaily)

What to do: Spell each word correctly, and write a, b, or c after it to show which part of the rule fits the word.

EXAMPLE: city + es cities a boy + s boys b
c v
study + ing = studying c

1. silly + ness ____________ _____
2. ready + ed ____________ _____
3. hurry + ing ____________ _____
4. toy + s ____________ _____
5. marry + ed ____________ _____
6. penny + es ____________ _____
7. day + s ____________ _____
8. monkey + s ____________ _____
9. lucky + ly ____________ _____
10. copy + ing ____________ _____
11. study + ing ____________ _____
12. sorry + er ____________ _____
13. pity + ful ____________ _____
14. funny + er ____________ _____
15. victory + ous ____________ _____
16. library + an ____________ _____
17. jolly + er ____________ _____
18. dizzy + ly ____________ _____
19. pity + ing ____________ _____
20. duty + ful ____________ _____
21. tardy + ness ____________ _____
22. pray + ing ____________ _____
23. lonely + est ____________ _____
24. empty + ness ____________ _____
25. slay + ing ____________ _____

26. buy + ing ______________ ______

27. joy + ful ______________ ______

28. happy + ness ______________ ______

29. sky + es ______________ ______

30. pray + ed ______________ ______

31. pretty + est ______________ ______

32. employ + er ______________ ______

33. empty + ness ______________ ______

34. county + es ______________ ______

35. spy + ing ______________ ______

36. carry + age ______________ ______

37. employ + ment ______________ ______

38. baby + es ______________ ______

39. destroy + ed ______________ ______

40. party + es ______________ ______

41. hurry + ed ______________ ______

42. tiny + est ______________ ______

43. pay + ing ______________ ______

44. marry + age ______________ ______

45. funny + est ______________ ______

46. key + s ______________ ______

47. say + ing ______________ ______

48. holy + ness ______________ ______

49. silly + est ______________ ______

50. merry + ly ______________ ______

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SPELLING

NAME ______________________

CLASS TIME ______________________

ACCOMPANIES UNIT XII
SPELLING IMPROVEMENT

THE FINAL Y

Why should the final Y cause so much trouble? Two simple rules will take care of all such words. Notice these words:

Singular	Plural
abb(ey)	abbeys
journ(ey)	journeys
monk(ey)	monkeys

THE Y PRECEDED BY A VOWEL

RULE 1

The final Y following a vowel remains Y when suffixes are added.

These suffixes may be:

1. The letter s to form the plural

EXAMPLES:

alley + S = alleys
attorney + S = attorneys
chimney + S = chimneys
donkey + S = donkeys
medley + S = medleys
pulley + S = pulleys
trolley + S = trolleys
valley + S = valleys
volley + S = volleys

2. The suffix ing or ed

EXAMPLES:

allay + ED = allayed; + ING = allaying
annoy + ED = annoyed; + ING = annoying
buy + ING = buying

3. The suffix er meaning one who.

EXAMPLES:

buy + ER = buyer
employ + ER = employer

4. The suffix ance

EXAMPLE:

convey + ANCE = conveyance

Can you add other words?

5. The suffix al

EXAMPLE:

portray + AL = portrayal

EXERCISE 1.

Spell the following words correctly.

1. tourney in plural. ______________
2. The past tense of allay. ______________
3. The past tense of volley. ______________
4. alley in plural. ______________
5. Past tense of survey. ______________
6. Present participle of portray. ______________
7. Past tense of journey. ______________
8. Past tense of relay. ______________
9. Plural of delay. ______________
10. Past tense of parlay. ______________

THE Y PRECEDED BY A CONSONANT

So far we have studied the final Y preceded by a vowel. This did NOT CHANGE when a suffix was added. (enjoy + ING = enjoying).

RULE 2

When a consonant precedes the Y the Y changes to I when suffixes are added.

KINDS OF SUFFIXES

1. The plural of the noun formed in ES

EXAMPLES:

ally + ES = allies

enemy + ES = enemies

salary + ES = salaries

tragedy + ES = tragedies

2. The verb form with he, she, or it, formed by adding es, or ed

EXAMPLES:

carry + ES = carries; + ED = carried
dignify + ES = dignifies; + ED = dignified
marry + ES = marries; + ED = married

3. Making an adjective by adding ful.

EXAMPLES:

beauty + FUL = beautiful
mercy + FUL = merciful
pity + FUL = pitiful

4. Making a noun by adding ness.

EXAMPLES:

busy + NESS = business
cozy + NESS = coziness
icy + NESS = iciness

5. Making an adverb by adding ly

EXAMPLES:

airy + LY = airily
angry + LY = angrily
busy + LY = busily
clumsy + LY = clumsily

6. There is only one case in which the Y is retained.
This is before ing.

EXAMPLES:

carry + ING = carrYing
copy + ING = copYing

EXERCISE 2:

In the space to the right put C if the spelling is correct. If it is incorrect, write the proper spelling.

1. merciful
2. beautiful
3. cozily
4. attornies
5. valleys
6. surveyor
7. portraying
8. pitying
9. busied
10. icyly

EXERCISE 3:

Write the correct spelling of the following words all of which end in final Y before adding a suffix.

1. pretty + ness
2. petty + ness
3. steady + ing
4. ready + ed
5. bully + s
6. airy + ness
7. pity + ed
8. tally + ing
9. buy + er
10. duty + ful
11. ready + ness
12. carry + ed
13. hurry + ing
14. copy + er

15. sloppy + ness ______________________

16. lively + hood ______________________

17. duty + ful ______________________

CAUTION!

When adding the present participle to verbs ending in Y, do not change the Y.

EXAMPLES:

word	+ ING	Present Participle
accompany	+ ing	accompanying
bury	+ ing	burying
hurry	+ ing	hurrying
study	+ ing	studying
worry	+ ing	worrying

Why do you spell it burial?

NAME ______________________

CLASS TIME ________________

UNIT XIII - IE OR EI 3 HOURS

Hour 1 ---- Videotape (20 minutes) IE or EI
Spelling Improvement, Chapter 13 (do not do post test)

Hour 2 ---- Worksheets: IE or EI
The ie-ei rule

Hour 3 ---- Spelling log
Taping
Post test on Chapter 13
Check off week's work with Instructor/ Tutor

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Spelling
Name ____________________________

Accompanies Unit XIII, Spelling Improvement

IE or EI

Class Time ______________________

1. What is the basic rule when you have a long e (Ē) sound and you don't know if it's spelled ie or ei?

Give examples of both sides of this rule:

________________________________ ________________________________
________________________________ ________________________________
________________________________ ________________________________
________________________________ ________________________________
________________________________ ________________________________
________________________________ ________________________________

2. What are the six exceptions to this rule? ______________. ______________. ______________. ______________ ______________. ______________.

3. How is the long a (Ā) sound spelled, ie or ei? __________. Give some examples:

________________________________ ________________________________
________________________________ ________________________________
________________________________ ________________________________

4. What is an ei word that has a long i (Ī) sound? ____________________.

5. What letter combination makes the short i sound? _______. Why is this the case? ____.

Give some examples:

________________________________ ________________________________
________________________________ ________________________________

6. How do you spell the sound (shent)? What are some examples? ______________. ________________________. ________________________.

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Spelling Improvement

Class Time ________________

The ie-ei Rule

A. If the sound is long $\bar{e}$, write ie. Example: A piece of pie.

B. After c, write ei. Example: Bill received a letter yesterday.

C. If the sound is not long $\bar{e}$, write ei. Example: eight points; freight train.

D. Some common exceptions: neither, either, weird, seize, friend, die, tie, pie, lie.

What to do: Spell each word correctly by putting ie or ei in the blank spaces. Write out the entire word. Write a, b, c, or d after each to show which part of the rule the word fits.

Examples: p ie ce   piece (a)   ei ght   eight (c)
rec ei ve   receive (b)   n ei ther   neither (d)

1. bel __ ve ______________ ___
2. th __ r ______________ ___
3. fr __ nd ______________ ___
4. n __ ther ______________ ___
5. r __ n ______________ ___
6. n __ ghbor ______________ ___
7. f __ ght ______________ ___
8. __ ther ______________ ___
9. conc __ ve ______________ ___
10. for __ gn ______________ ___
11. w __ gh ______________ ___
12. pr __ st ______________ ___
13. c __ ling ______________ ___
14. v __ n ______________ ___
15. dec __ ve ______________ ___
16. n __ ce ______________ ___
17. fr __ ght ______________ ___
18. p __ ______________ ___
19. f __ ld ______________ ___
20. br __ f ______________ ___
21. w __ ght ______________ ___
22. rel __ ve ______________ ___
23. retr __ ve ______________ ___
24. s __ ze ______________ ___
25. l __ sure ______________ ___

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Spelling
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Accompanies Unit XIII,
Spelling Improvement

Class Time ________________

I and E Rules

A. Write "i" before "e" except after "c" or when sounded like "a" as in neighbor and weigh.

B. Use ie after "sh" sound as in efficient and sufficient.

C. Some common exceptions: neither, either, weird, seize, leisure, foreign, their, height, heir, counterfeit.

Insert ie or ei in the following words. On the blank to the left, put the letter of the rule that is applied.

___1. quot __ nt

___2. l __ utenant

___3. s __ ge

___4. pr __ st

___5. conven __ nt

___6. __ghty

___7. __ther

___ 8. fr __ ght

___ 9. suffic __ nt

___10. ach __ ve

___11. y __ ld

___12. conc __ ve

___13. w __ ght

___14. cr __ d

Underline the incorrect spelling in each line. If all four are correct put a check mark to the left of the number.

15. fiery, yeild, financier, handkerchief

16. pierce, preist, vein, neither

17. siezure, retrieve, siege, shield

18. neice, counterfeit, lien, tier

19. seive, foreign, sleight, ancient

20. efficient, conveneint, pationt, quotient

21. conscience, quiet, tier, friend

22. deceive, besiege, hygiene, heir

23. theif, either, fiery, sleight

24. pier, surveillance, liesure, veil

NAME ____________________

CLASS TIME ______________

UNIT XIV - PLURALS 3 HOURS

Hour 1 ---- Videotape (20 minutes) Plurals
Spelling Improvement, Chapter 14 (do not do post test)

Hour 2 ---- Worksheets: Plurals
Forming Plurals

Hour 3 ---- Spelling log
Taping
Post test on Chapter 14
Check off week's work with Instructor/Tutor

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Spelling

Accompanies Unit XIV

Name ______________________

Spelling Improvement

Class Time _________

PLURALS

You have learned that a noun is a word that names a person, place, or thing. For example:

Nouns name persons: boy Tom man
Nouns name places: town river San Francisco
Nouns name things: pencil love house

You also know that nouns can show number. If a noun stands for one, it is a singular noun. If a noun stands for two or more, it is a plural noun. A singular noun is usually made into a plural by changing its spelling.

tree (one = singular)	becomes trees	(more than one = plural)
ax (one = singular)	becomes axes	(more than one = plural)
man (one = singular)	becomes men	(more than one = plural)

Rule I. Add s to most nouns to form the plural.

tack	tacks
Smith	Smiths
map	maps

Rule II. To nouns ending in s, sh, ch, x, and z add es for the plural.

Jones	Joneses
bush	bushes
church	churches
box	boxes
buzz	buzzes

Write the plural forms of the following words

1. starch ____________________
2. crash ____________________
3. ring ____________________
4. automobile ____________________
5. guitar ____________________
6. market ____________________
7. pass ____________________
8. dress ____________________
9. test ____________________
10. dash ____________________

Plurals
Page 2

Rule III. To nouns that end in a consonant followed by y, change the y to i and add es.

Examples:	story	stories
	baby	babies
	family	families

Rule IV. To nouns ending in a vowel (a e i o u) followed by y, simply add s.

Examples:	display	displays
	donkey	donkeys
	boy	boys

Write the plural forms of the following words.

1. candy ____________________
2. pay ____________________
3. dairy ____________________
4. journey ____________________
5. berry ____________________
6. tragedy ____________________
7. party ____________________
8. ray ____________________
9. hobby ____________________
10. alloy ____________________
11. lady ____________________
12. company ____________________
13. pulley ____________________
14. theory ____________________
15. gallery ____________________
16. pastry ____________________
17. pony ____________________
18. alley ____________________
19. boy ____________________
20. city ____________________
21. toy ____________________
22. daisy ____________________
23. trolley ____________________
24. victory ____________________
25. valley ____________________
26. chimney ____________________
27. society ____________________
28. turkey ____________________
29. spy ____________________
30. inquiry ____________________

Rule V. Some nouns change basic spelling to form the plural.

Examples: mouse mice man men child children

Rule VI. Some nouns are spelled the same way in the singular and in the plural.

Examples: trout elk Japanese

Write the plural forms of the following words. When in doubt, use your dictionary.

1. sheep ______________________ 6. ox ______________________
2. tooth ______________________ 7. salmon ______________________
3. species ______________________ 8. goose ______________________
4. woman ______________________ 9. deer ______________________
5. Chinese ______________________ 10. foot ______________________

Rule VII. To many nouns ending in f or fe, change the f to v and add es.

Examples: calf calves knife knives self selves

Rule VIII. To some nouns ending in f, simply add s to form the plural.

Examples: belief beliefs chief chiefs roof roofs

Write the plural forms of the following words. When in doubt, use your dictionary.

1. wolf ______________________ 6. shelf ______________________
2. gulf ______________________ 7. half ______________________
3. life ______________________ 8. cliff ______________________
4. reef ______________________ 9. cuff ______________________
5. wife ______________________ 10. leaf ______________________

Rule IX. To nouns ending in a vowel followed by o, simply add s to form the plural.

Examples:	zoo	zoos
	rodeo	rodeos

Rule X. To nouns ending in a consonant followed by o, usually add es to the singular.

Examples:	tomato	tomatoes
	hero	heroes
	echo	echoes

Write the plural forms of the following words. When in doubt, use your dictionary.

1. mosquito ____________________
2. radio ____________________
3. zoo ____________________
4. potato ____________________
5. tomato ____________________
6. piano ____________________
7. solo ____________________
8. torpedo ____________________
9. Eskimo ____________________
10. silo ____________________
11. hero ____________________
12. cargo ____________________
13. echo ____________________
14. ratio ____________________
15. rodeo ____________________
16. veto ____________________
17. poncho ____________________
18. auto ____________________
19. embargo ____________________
20. tornado ____________________

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Spelling | Accompanies Unit XIV

Name ______________________________ | Spelling Improvement

Class Time ______________________

FORMING PLURALS

SPELLING PLURALS OF NOUNS

a. Add s to most nouns to form the plural. boy+s, boys, Smith+s, Smiths

B. To nouns ending in a sibilant sound after which you couldn't hear a single s, you add the syllable es. Sibilant endings are s, sh, ch, x, z, and es. Examples: box-boxes, church-churches, Jones-Joneses.

C. Refer to the y to i rule in forming plurals or nouns ending in y.

  1. To nouns that end in a consonant followed by y, change the y to i and add es. Examples: baby-babies, story-stories

  2. To nouns that end in a vowel (a e i o u) followed by a consonant, simply add s. Examples: monkey-monkeys, play-plays.

D. Some nouns change basic spelling to form the plural, and these just about have to be memorized. Examples: mouse-mice, man-men, child-children, woman-women, ox-oxen, goose-geese, tooth-teeth, foot-feet, brother-bretheren (brothers is also acceptable).

E. Some nouns are spelled the same way in the singular and in the plural. Examples: deer, salmon, fish, (fishes is also correct) Japanese, Chinese, sheep, trout, elk, species, swine, series, gross, wheat, corps, barley, duck, dozen, bass, rye, grouse, mackerel.

F. To nouns ending in a vowel followed by o, simply add s to form the plural. To nouns ending in a consonant followed by o, usually add es to the singular. Examples: radio-radios, tomato-tomatoes. Exceptions to o rule include all musical terms, foreign nouns, and others. Examples: poncho-ponchos, alto-altos, auto-autos, Eskimo-Eskimos, crescendo-crescendos, dynamo-dynamos, zero-zeros.

G. To many nouns ending in *f* or *fe*, change the *f* to *y* and add *es*. To some nouns ending in *f*, simply add s to form the plural. The nouns that simply add *s* are the exceptions, and should be memorized. Examples: proof-proofs, handkerchief-handkerchiefs, roof-roofs, hoof-hoofs, belief-beliefs, chief-chiefs, gulf-gulfs, bluff-bluffs, chef-chefs, dwarf-dwarfs, cuff-cuffs, brief-briefs, reef-reefs, cliff-cliffs.

H. Plurals of letters and numberals used as nouns are spelled with an apostrophe *s*. Examples: 1's, 1920's, A's.

I. Compound nouns are made plural by adding the necessary *s* or *es* to the main or principal part of the compound word. When both parts of the compound are equally important, add the *s* or *es* to the end of the words. Examples: daughter-in-law, daughters-in-law, manservant-manservants, mouthful-mouthfuls, commander-in-chief, commanders-in-chief, lightweight-lightweights.

J. Most foreign words soon take on an Anglicized pronunciation and form their plurals as do similar words in the English language. However, there are some, especially those derived from Latin, that we use in science, that form their plurals differently. Some you should know are the following: alga-algae, alumna-alumnae, alumnus-alumni, bacterium-bacteria, beau-beaux, crisis-crises, curriculum-curricula, datum-data, fungus-fungi, hypothesis-hypotheses, larva-larvae, medium-media, nucleus-nuclei, parenthesis-parentheses, phenomenon-phenomena, radius-radii, stimulus-stimuli.

Write the plural form of the following words and indicate the letter of the rule that fits the word.

	WORD	PLURAL	RULE		WORD	PLURAL	RULE
1.	duck	duck	E	11.	mouse	mice	D
2.	radius			12.	leaf		
3.	child			13.	1951		
4.	manchild			14.	dwarf		
5.	corps			15.	radio		
6.	calf			16.	potato		
7.	vice-president			17.	gross		
8.	bacterium			18.	wolf		
9.	looker-on			19.	journey		
10.	series			20.	folio		

Underline the incorrect spelling in each line. If all four are correct, put a check mark to the left of the number.

1. momentos, Eskimos, dynamoes, autos
2. altos, folios, ratios, tornadoes
3. axes, oxes, chiefs, journeys
4. echoes, sopranoes, curious, buffaloes
5. berrys, donkeys, monkeys, chimneys
6. cargos, embargoes, mosquitoes, vetoes
7. indexs, sashes, taxes, losses
8. Eskimos, potatoes, kimonos, pianos
9. sophomores, sombreros, bronchos, wolves
10. beliefs, serfs, hooves, Filipinos
11. tomatoes, pianoes, wolves, potatoes
12. radios, zeros, volcanos, wives
13. roofs, selves, scarfs, griefs
14. cruelties, copys, authorities, obeys
15. zeros, Negroes, pianoes, copies

Incorrect Spelling continued.

16. lives, leafs, sheriffs, chiefs
17. quantities, bullies, fortys, journeys
18. heros, mottoes, solos, trios
19. businesses, buzzes, boxes, flushs
20. Sallys, Murphys, automobiles, pianoes

REVIEW

PLURALS OF NOUNS

Write the plural for each of the underlined words in the following paragraph.

Norm and I had never been to the (1) studio of Radio Station WKRAZY before. To get there, we took two (2) bus. Our visit had been arranged by the (3) Jones. They are friends of the (4) Harris, who own the station.

That afternoon WKRAZY was broadcasting tennis (5) match. After we had walked through both (6) lobby, we were escorted to the sound-effects room by two (7) woman.

The (8) shelf of the room held many (9) box of strange-looking equipment. The sound (10) man explained how they created some of the needed effects. For a program about (11) rodeo, they make the sound of horses' (12) hoof by striking coconut (13) half on (14) tray of earth. To give the effect of surf, they rub (15) brush on a drum. They crush stiff (16) paper for the effect of crackling flames. The men do animal imitations too, such as the sound of (17) sheep.

Our guides, who carried huge bunches of (18) key, then unlocked the door of a rehearsal room. The room was so soundproofed that there were no (19) echo at all. Norm and I will remember this visit for the rest of our (20) life.

(1) ____________________
(2) ____________________
(3) ____________________
(4) ____________________
(5) ____________________
(6) ____________________
(7) ____________________
(8) ____________________
(9) ____________________
(10) ____________________
(11) ____________________
(12) ____________________
(13) ____________________
(14) ____________________
(15) ____________________
(16) ____________________
(17) ____________________
(18) ____________________
(19) ____________________
(20) ____________________

Review - Plurals of Nouns

II. Write the plural of each noun listed below. Then use each plural in a complete sentence.

21. alley ____________ ____

22. bush ____________ ____

23. glass ____________ ____

24. policy ____________ ____

25. monkey ____________ ____

III. Write the plural forms of the following words.

26. mouse ____________________

27. leaf ____________________

28. eraser ____________________

29. unit ____________________

30. wax ____________________

31. tray ____________________

32. salmon ____________________

33. battery ____________________

34. shelf ____________________

35. patio ____________________

36. Eskimo ____________________

37. family ____________________

38. sheep ____________________

39. beach ____________________

40. latch ____________________

41. cuff ____________________

42. chimney ____________________

43. solo ____________________

44. ox ____________________

45. beast ____________________

46. duty ____________________

47. match ____________________

48. journey ____________________

49. company ____________________

50. field ____________________

NAME ____________________

CLASS TIME ________________

UNIT XV - POSSESSIVES

3 HOURS

Hour 1 ---- Videotape (20 minutes) Possessives
Spelling Improvement, Chapter 15 (do not do post test)

Hour 2 ---- Worksheets: Read folder on the "Apostrophe"
The letter saver
Possessives

Hour 3 ---- Spelling log
Taping
Post test on Chapter 15
Check off week's work with Instructor/Tutor

APOSTROPHE

Communication Skills Lab

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USE THE APOSTROPHE

1. Within a word (contraction) where one or more letters have been left out.

   Example: They're (they are)
   Couldn't (could not)
   It's (it is)

2. To show ownership or possession.
   a. If the owner or possessor does not already end in s, add an apostrophe plus an s.

   Example: Ms. Thompson's class was cancelled.
   Edith ran into the men's room accidentally.

   b. If the owner or possessor already ends in s, add an apostrophe only.

   Examples: That was Amos' hamburger joint.
   Archie went to the ladies' room looking for Edith.

3. To show joint ownership, add the apostrophe (or apostrophe plus s) to the last owner's name.

   Example: I bought this white elephant at Meier and Frank's warehouse sale.

   To show separate ownership, add the apostrophe (or apostrophe plus s) after each owner.

   Example: I went to Anita's and LaPointe's sales.

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Spelling

Accompanies Unit XV
Spelling Improvement

Name______________________

Class Time_________________

THE LETTER SAVER

The nice thing about the apostrophe is that it is often used, but its name is rarely spelled. It is a letter saver because it is used to form contractions (that is, combined forms of words in which some letters are left out). Some examples are:

Can't for cannot	isn't for is not
o'clock for of the clock	it's for it is

The apostrophe is also used in poetry to save syllables and make poetry scan--ne'er, e'en, o'er--but if you are a poet you already know that, and if you are not, you don't need to worry about it.

1. The important thing to remember about the apostrophe in contractions is that it goes exactly where letters are left out. Here are some contractions with the apostrophe correctly placed:

would not	who is	they are	you had
o	i	a	ha
wouldn't	who's	they're	you'd

An infrequently used exception to the rule of exact placement of the apostrophe is the contraction SHAN'T for SHALL NOT. If the contraction were written SHA'N'T, the word would be too awkward, so one apostrophe is used. A much more common exception is WON'T for WILL NOT.

Write contractions for the following phrases:

(a) were not______________________

(b) is not ______________________

(c) he is______________________

(d) they are____________________

2. You have to be careful because there are often other words that sound exactly like the contractions of certain phrases. What contractions sound like the following words?

(a) whose ______________________

(b) theirs ______________________

(c) its __________________

(d) their__________________

3. The other use of the apostrophe is in forming the possessive: Aunt SARAH'S niece is JOHN'S wife. Possessives of singular words cause little trouble unless the last letter is s. Is it THOMAS' boat or THOMAS'S boat? There are different conventions about this situation, and both forms shown above are correct. The simplest course, and the one recommended here, is to use the form that most closely reflects the spoken word: JONAS'S bad luck is legendary. Most people would use three syllables for the possessive of JONAS, so write it JONAS'S.

Mr._________________________students often heard him joke, "One
(possessive of DAVIS)

_________________________Mede is a history ______________________
(possessive of MAN) (possessive of STUDENT)
Persian."

4. Possessives of plurals require a little more thought. If the plural does not end in s, just add 's: WOMEN'S apparel, FISHERMEN'S tales, SHEEP's wool. If the plural ends in s, just add 's, add only the apostrophe: old WIVES' tales, ANIMALS' instincts.

Children_____stories often portray princesses_____suitors as handsome

princes changed into frogs or as knights on white horses.

5. If the possessive refers to more than one, add 's to the last word in the series only: John and MARY'S honeymoon; Tom, Dick and HARRY'S adventure.

The College of William and Mary is sometimes called __________________

and____________________College.

6. The biggest single problem related to the apostrophe is caused by two little words that are frequently confused. When do you write IT'S and when ITS, and which is which? Pronouns form the possessive without the apostrophe; contractions always require it. Therefore, IT'S always means IT IS.

Insert apostrophes as required in the following sentence:

Its its own tail its eating.

7. Now try inserting apostrophes in this sentence:

Sometimes its not clear that virture is its own reward.

REVIEW

1. Add apostrophes as necessary in the following sentence:

   Its rumored that Sarah and Bills engagement has been called off, but their many friends theories cant be taken seriously until the rumors confirmed.

2. Write the possessives for the following words:

   (a) people ________________

   (b) men ________________

   (c) children________________

   (d) Andy ________________

   (e) babies ________________

   (f) governments________________

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Spelling

Accompanies Unit XV,
Spelling Improvement

Name ______________________

Class Time ________________

POSSESSIVES

WORDS TREATED:

(possessives of all nouns, plus the possessive pronouns hers, his, its, ours, theirs, yours)

1. man woman

a. Does man end in s?________

b. Does woman end in s?_______

2. a man's watch a woman's scarf

To form the possessive of man or woman or any other noun that does not end in s, we add the mark and the letter shown above in man's and woman's.

The mark is an ____________(What?) and the letter is an___(What letter?).

3. boys ladies

a. Does boys end in s?_____

b. Does ladies end in s?_____

4. two boys' shirts several ladies' purses

To form the possessive of boys or ladies or any other noun that ends in s, we make the change shown above. That is, we add only an _______________(What mark?).

5.

You will have no trouble with the possessives of nouns if you remember the two things we have noticed:

a. If the noun does not end in s, make it possessive by adding ____________

____________________(What two things?).

b. If the noun ends in s, make it possessive by adding only an ____________

_____________(What?).

6. Mr. Jones' hat or Mr. Jones's hat

When a singular name of a person, like Mr. Jones, ends in s, we may form the possessive in either of the two ways. That is, we may use only an____________ (What mark?), or we may use an ____________(What mark?) and an_____(What letter?).

7.

Remember that we have been discussing nouns only. Possessive pronouns (yours, his, hers, its, ours, theirs) should not be written with apostrophes.

Write a sentence useing both yours and ours.

____

____

8. girl girls dog dogs

Write the possessive of each word above.

________________, ________________, __________________, ________________

9. fox foxes wolf wolves

Write the possessive of each word above.

__________, ____________, ____________, ____________

10. child children men women

Write the possessive of each word above. If you have any doubts, look at Frame 2 again.

____________, ________________, ____________, _______________

11.

Write two acceptable possessive forms of Dickens.

___________________, ___________________

12. they you we it he her

Write the possessive pronoun corresponding to each pronoun above. Use the s form if there is more than one. Review Frame 7 if you are in doubt.

__________,__________,__________,__________,__________,__________ Write a sentence including the possessive form of each of the following words:

1. boy
2. ladies
3. girl
4. girls
5. Dickens
6. they
7. we
8. Mr. Jones
9. The Jones
10. children

NAME ______________________

CLASS TIME ________________

UNIT XVI - LY AND OUS

3 HOURS

Hour 1 ---- Videotape (20 minutes) LY and OUS
Spelling Improvement, Chapter 16 (do not do post test)

Hour 2 ---- Worksheets: LY or ALLY
Words ending in - ous
Words ending in eous

Hour 3 ---- Spelling log
Taping
Post test on Chapter 16
Check off weeks work with Instructor/Tutor

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Spelling
Name ______________________

Accompanies Unit XVI,
Spelling Improvement

Class Time _________________

"LY or ALLY"

1. angry beauty happy lazy

a. Each of the words above ends in _____(What letter?).

b. The letter just before the final y in each of the four words at the top of this frame is a ______________________ (vowel or consonant?).

2. angry + -ly = angrily
beauty + -ful = beautiful
happy + -er = happier
lazy + -ness = laziness

Notice that we have added a suffix to each of the words that end in a consonant plus y.

When we add a suffix to a word ending in a consonant plus y, we change the y to ______(What letter?).

3. Write the words resulting from the following combinations.

a. busy + -ly = __________________

b. lucky + -ly = __________________

c. hungry + -ly = __________________

d. pretty + -ly = __________________

4. accidental + -ly = accidentally

When an adjective that ends in al, like accidental, is changed to an adverb by the addition of -ly, there are, of course, two l's: -ally.

Write accidentally twice.

____________________________, ____________________________

5. specific + -ally = specifically

When an adjective that ends in ic, like specific, is changed to an adverb, it is customary to add -ally.

Write specifically twice.

____________________________, ____________________________

6. The words accidentally and specifically illustrate the two chief kinds of words that end in -ally. It is necessary to remember that when -ly is added to a word ending in -al, the result is __________(What four letters?). Also, when an adjective ends in -ic, it is customary to add ______(What four letters?) in changing the word to an adverb.

7. a. Add -ly to beneficial. ____________________
   b. Add -ly to principal. ____________________
   c. Add -ly to controversial. ____________________
   d. Add -ly to grammatical. ____________________

8. a. Spell the adverbial form of incidental. __________________
   b. Spell the adverbial form of fundamental. __________________
   c. Spell the adverbial form of usual. __________________
   d. Spell the adverbial form of general. __________________

9. a. Spell the adverbial form of natural. __________________
   b. Spell the adverbial form of chemical. __________________
   c. Spell the adverbial form of adverbial. __________________

10. a. Spell the adverbial form of basic. __________________
    b. Spell the adverbial form of artistic. __________________
    c. Spell the adverbial form of frantic. __________________
    d. Spell the adverbial form of systematic. __________________

11. Match each definition with the appropriate adverb from this unit. The first letters are supplied. Write each word in full.
    a. by chance or by accident, (acc) __________________
    b. in an artistic manner, (art) __________________
    c. in a manner related to chemistry, (chem) __________________

12. Follow the instructions for Frame 8.
    a. like an adverb, (adv) ____________________
    b. in a frantic manner, (fran) ____________________
    c. in a helpful way, (ben) ____________________

13. Follow the instructions for Frame 8.
    a. mainly, (prin) ____________________
    b. in an arguementative manner, (contro) ____________________
    c. fundamentally, (bas) ____________________

14. Follow the instructions for Frame 8.
    a. basically, (fun) ____________________
    b. in a natural way, (nat) ____________________
    c. in accordance with grammar, (gram) ____________________

15. Follow the instructions for Frame 8.
    a. as a rule, (usu) ____________________
    b. ordinarily, (gen) ____________________
    c. as an incident along with something else, (inc) ____________________
    d. in a systematic way, (sys) ____________________
    e. in a definite way, (spec) ____________________

16. Name the two kinds of words that are most likely to end in -ally.
    a. ____________________
    b. ____________________

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Spelling
Name __________________________

Accompanies Unit XVI
Spelling Improvement

Class Time ____________________

Words ending in -ous

WORDS TREATED

analogous
barbarous
boisterous
disastrous
enormous
famous
humorous
incredulous
mountainous
ridiculous
scandalous
stupendous
synonymous
tremendous
unanimous
vigorous

1. If you wonder whether a word ends in -ous, -eous, -ious, or -uous, the best guide (though not completely reliable) is careful pronunciation.

   A word that should be spelled with -ous has at the end something that sounds like ŭs (not yŭs or ĭ ŭs or ĕ ŭs or shŭs or shĭ ŭs).

   Say and then write humorous and scandalous. Listen for the us.

   __________________________, _______________________

2. a. Say and then write boisterous and enormous.

   __________________________, _______________________

3. a. Say and then write unanimous and vigorous.

   __________________________, _______________________

   b. Make up a sentence containing the two words.

   ____

   ____

4. a. Say and then write riduculous. Note that the second letter is i.

   ____

   b. Say and then write disastrous. Note that there are only three syllables. __________________________

5. a. Say and then write tremendous. Note that there is no i sound and that o and u are the only vowels in the last syllable.

   ____

   b. Say and then write stupendous. Note that the last six letters are the same as in tremendous. ____________________

6. Say and then write barbarous, analogous, and synonymous. (Note that barbarous has only three syllables, the first two of which are the same. Note that synonymous is synonym + -ous.)

   ____________________, ____________________, ____________________

7. a. Say and then write famous, incredulous, and mountainous.

   ____________________, ____________________, ____________________

   b. Copy: The famous explorer of mountainous regions was incredulous when he heard the story.

   ____

   ____

8. Complete this passage by writing in full the appropriate words studied in this unit.

   The most (hum) ______________ happening during our almost (dis) ______________ trip occurred when Jack found an (enor) ______________ shell. Since we were in (moun) ______________ country, this seemed like a (rid) ______________ place for it. Bob, who is always clowning and acting (boi) ______________, stuck his finger into the shell. Then, with an (incred) ______________ look on his face, he said, "I can't get my finger out!" Finally, several (vig) ______________ pulls got his finger free.

9. Follow the instructions for Frame 8.

   Few marriage customs that are (anal) ______________ to those of civilized countries are observed by this (bar) ______________ tribe. It would be the almost (unan) ______________ opinion of people who do not know sociology that the customs are (scand) ____________________. If the tribe were not so remote, it would be (fam) ____________________ for its display of (trem) ____________________ athletic activity during a marriage ceremony. With a (stup) ____________________ display of strength, one bridegroom swam and crawled his way up the bladigem, a word that is (syn) ____________________ with rapids.

10. Match each synonym below with a word we studied in this unit. The first letters are supplied. Write the complete word.

a. very great, (tre) ____________________
b. funny, (hum) ____________________
c. unbelievably odd, (rid) ____________________
d. causing great damage, (dis) ____________________
e. comparable, (ana) ____________________
f. savage, (bar) ____________________
g. noisily playful, (boi) ____________________
h. of the same meaning, (syn) ____________________

11. Follow the instructions for Frame 10.

a. huge, (eno) ____________________
b. well-known, (fam) ____________________
c. not believing, (inc) ____________________
d. having mountains, (moun) ____________________
e. shameful, (scan) ____________________
f. completely in agreement, (unan) ____________________
h. strong; active, (vig) ____________________

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Spelling
Name ______________________

Class Time ________________

Accompanies Unit XVI,
Spelling Improvement

Words ending in -eous

WORDS TREATED

- advantageous
- beauteous
- courageous
- courteous
- erroneous
- gorgeous
- heterogeneous
- homogeneous
- miscellaneous
- outrageous
- righteous
- simultaneous

1. erroneous courageous

If you wonder whether a word ends in -eous, -ious, -uous, or -ous, the best guide (though not completely reliable) is careful pronunciation.

A word that should be spelled with -eous generally has fairly distinct ē ŭs sounds at the end, like erroneous (e rō nē ŭs). Sometimes it has sounds like age (āj) before the end, like courageous (kŭ rā jŭs).

Say and then write erroneous and courageous.

______________________, ____________________

2. miscellaneous simultaneous

Say miscellaneous and simultaneous. Note the e sound.

Write miscellaneous twice and simultaneous three times. Capitalize the e before ous.

______________________, ____________________

______________________, ________________________, ____________________

3. homogeneous heterogeneous

Say homogeneous and its opposite, heterogeneous. Note the e sound.
Copy: Is this class homogeneous or geterogeneous in ability?

____

____

4. beauteous courteous righteous

Say beauteous and courteous. The word righteous is spelled similarly but lacks the e sound that the other words have.

Copy: She's a beauteous, courteous damsel, but oh, so righteous!

____

____

5. advantageous outrageous

Two words that are like courageous are advantageous and outrageous. Note the sound of age before the end.

Make up a sentence that includes both advantageous and outrageous.

____

6. gorgeous

The word gorgeous stands alone in this group, since it has neither an e sound nor the sound of age. If gorgeous troubles you, you may remember that a beautiful ravine might be called a gorgeous gorge.

Write gorgeous gorge twice.

____________________, ____________________

7. Let's try to make up a couple of silly sentences that will contain all twelve of the -eous words we have studied. Write each incomplete word in full.

The (court) ______________, (beaut) ______________

(gorg) ______________, and (right) ______________

damsel showed that she was (courag) ______________ by not bowing

to the villain's (outrag) ______________ and (heterogen)

______________ or (miscellan) ______________

demands. It was (erron) ______________ of him to persevere and

not at all (advantag) ______________ to his cause, when a

(homogen) ______________ group of students made a (simultan)

______________ arrival.

8. Match each definition with one of the words we have studied in this unit. The first letters have been supplied. Write the whole word.

   a. happening at the same time, (si) ______________________

   b. favorable, or possessing advantages, (ad) ______________________

   c. the opposite of homogeneous, (he) ______________________

   d. the opposite of heterogeneous, (ho) ______________________

   e. brave, (co) ______________________

   f. beautiful, (b) ______________________

9. Follow the instructions for Frame 8.

   a. magnificent, (go) ______________________

   b. showing sincere politeness, (co) ______________________

   c. free of sin, (ri) ______________________

   d. mixed, or of several varieties, (mi) ______________________

   e. in error, (er) ______________________

   f. violent; very offensive, (out) ______________________

V. THE SPELLING LOG

The third meeting (hour) of every week in the spelling classes means working on the "Spelling Log" (white sheet) and completing the "Spelling Improvement Cycle." Each week a student selects from 12 to 20 words of his/her own choosing that he/she wants to learn to spell. (Grading is determined by the number of words chosen. This is explained on each student's green sheet which is discussed with the student at the time it is handed out.) Students are encouraged to use words they have misspelled on previous class assignments or words that pertain directly to their curriculum and career choice. In addition, lists of commonly misspelled words and books such as 3140 Important Words by Follett Education Corporation containing graded word lists are available to students in the class setting. After choosing the words he/she wants to learn, the student records these on the white "Spelling Log" sheet writing each word in longhand and then breaking the word into syllables. On the goldenrod sheet entitled "Spelling Improvement Cycle," the student dates his activities.

Once words have been identified and recorded on the log sheet, the student proceeds to the word learning technique (see yellow sheet entitled "A Spelling Teknek"). He/she applies this technique to each word on his/her list, using his/her own paper to write the words, break them into syllables, underline syllables, write sentences, etc. Once the student has applied the technique to all the words on his/her list, the sentences must be checked by the teacher or a tutor. Grammatical corrections are made and any spelling errors in the sentences are corrected and suggested as possible words for the student's next spelling list. At this time the student is asked to read the words on his/her list to the tutor or instructor to make sure that pronunciation errors are not present.

Once this work has been checked, the student is ready to tape the words. Taping instructions are detailed at the bottom of the goldenrod "Spelling Improvement Cycle" sheet. At the start of each term a blank audio cassette tape is checked out to each student for the term. These tapes are labeled with the students' names and are kept in the classroom area. When the student is ready to tape he/she takes his/her tape to an available tape recorder and proceeds according to the "taping instructions" to tape his/her own spelling test onto the tape. From week to week words are numbered consecutively so that at the end of three weeks, for example, a student learning twenty words a week has a tape with sixty words on it numbered from one to sixty.

The student must wait at least two days before taking a mastery test of his/her own words. The mastery test may be taken with student wearing earphones plugged into a recorder in class. The student checks his/her own test paper (80 percent is required) and shows it to the instructor or tutor. These scores are recorded on the student's weekly card. At the end of the student's period of registration in the spelling class, he/she must test out by taking a test of all his/her taped words and get 80 percent right. This final test is monitored and checked by the instructor or a tutor. A student may, however, retake the test until he receives the desired score.

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Communication Skills
Resource Area

SPELLING LOG

1. celebration cel e bra tion		
2.		

Chemeketa Community College

Communication Skills
Resource Area

SPELLING IMPROVEMENT CYCLE

Date each step in the cycle as you complete it.

Name______________________________

	date									
1. IDENTIFY New Spelling Terms a. class papers, essays b. technical c. word lists	Oct 15									
2. LEARN Misspelled Words a. record the words on your log sheet	Oct 17									
b. use the word learning technique	Oct 17									
3. TAPE Misspelled Words *see directions below	Oct 17									
4. TAKE Mastery Test (taped words) no. correct → no. possible →	19/20	/	/	/	/	/	/	/	/	/
5. RECYCLE — begin the new list	Oct 20									

Taping Instructions:
- (1) Identify each word by its log sheet number
- (2) pronounce the word
- (3) use the word in a sentence
- (4) pronounce the word again
- (5) pause 3 seconds - next word

Recording Mastery Test Scores -- number right 12/14 number attempted

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Communication Skills
Resource Area

A 'SPEL-ING TEK- 'NEK

1. Be able to pronounce the word correctly. How many syllables do you hear when you say celebration? Always check with the dictionary to make certain.

   Webster's Dictionary shows celebration written this way:

   cel e bra tion (sel ə' bra shən) ⟵ phonetic respelling

   Each group of letters is one syllable.

cel	e	bra	tion
1	2	3	4

2. Copy the word correctly, but do not break it up into syllables. Copy it as you would normally write the term.

   celebration

3. Now underline each syllable. Start at the beginning of the word and work to the right. Pronounce each syllable as it is underlined. Do not distort the pronounciation of the syllable as it is underlined.

   celebration

4. Study the word. Each syllable has a sound. Do not try to memorize the individual letters. Try to remember the syllables as sounds.

   cel (sel) e (ə) bra (brā) tion (shən)

5. When you have completed these steps, you are ready to practice writing the word.

WRITING PROCEDURE:

A. Look at the word closely.

B. Say the word aloud before you start to write.

C. Write the word, and pronounce each syllable as you begin to write it. DO NOT DISTORT THE PRONOUNCIATION OF THE SYLLABLE.

D. Underline the syllables starting from the left and working to the right. Say each syllable aloud as you underline it.

E. Cover-up the practice word, and write the word twice in succession following the above procedure.

F. Write the word in one or two sentences.

VI. CREDIT AND GRADING

Credit and grading are discussed in the students' green sheets. In brief, credit earned is determined by the amount of work completed during time spent in class; grading is determined by the number of new words mastered each week.

Students are encouraged to attend three hours of class per week, thereby earning one hour credit each three or four weeks, but some students because of illness, schedule conflict, etc., may choose to attend only one session each week, thereby earning one credit after nine or ten weeks. The class is individualized enough to accommodate these differences in attendance.

Lectures and class orientation information is available on videotape for late registrants.

As for grading, students are advised to choose the grade they desire and work for the appropriate number of words. It is recommended that they work on the same number (amount) of words each week.

VII. THE DICTIONARY: A TOOL FOR SPELLING

Some instructors may choose to require a dictionary exercise for certain students. One has been devised for this program. It consists of a 20-minute video-tape entitled "The Dictionary: A Tool for Spelling" which is accompanied by a written exercise with the same name. Students in this class, however, are advised to purchase and use a word guide that lists from 20,000 to 40,000 words rather than using a bulky dictionary. The word guide breaks words into syllables and usually spells out all the forms of a word that the student needs. It is assumed in this class that students know the meanings of the words they are using; therefore, a dictionary might not be necessary, although it certainly can be used as a tool for spelling.

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Name______________________________

Time of Class__________________

SPELLING

Kris O'Harra

THE DICTIONARY: A TOOL FOR SPELLING

A. Pronunciation

Look at the pronunciation key in your dictionary. Copy down at least 2 phonetic symbols your dictionary uses for different vowel or dipthong sounds you frequently find in English words. For each sound write two of your own words which contain the sound.

	Symbol	Word 1	Word 2
Example:	ē	beat	reef
1.			
2.			

B. Guide Words

The guide words in the dictionary are the single words in heavy type which appear at the top of each column. The guide word in the left-hand column is the same as the first word on the page. The guide word at the head of the second column is the same as the last word on the page. Guide words help the dictionary user find words more quickly.

Consult your dictionary for the phonetic spellings and diacritical markings of the words below. In column A write the words as they should be pronounced. In column B write the two guide words that appear on the same page with the word on the list.

	Word	Column A - pronunciation	Column B - guide words
Example:	grievous	grē´vės	grenadine / grind
1.	arctic		/
2.	athletics		/
3.	similar		/

C. Accentuation

English is a strongly stressed or accented language. Consult your dictionary to discover the marks used to indicate primary stress (the strongest emphasis in a word) and secondary stress (the second strongest emphasis in a word).

In column A, syllabicate each of the following words and indicate accent marks as indicated in your dictionary. In column B, write only the syllable on which the primary stress falls.

Pronounce each word correctly.

	Word	Column A	Column B
Example:	lament	la-ment'	-ment
1.	inquiry		
2.	hospitable		

D. Inflections (Morphology)

Some dictionaries mention irregularities in words, such as unusual plural forms. Look up the following words in your dictionary and write the proper spelling of the plural of each word.

	Word	Plural
Example:	Axis	axes
1.	datum	
2.	tomato	

E. Etymology

Understanding the origins of words often helps us to remember to include silent letters or to spell the prefixes and suffixes of words correctly.

Consult your dictionary to find out the language from which each of the following words is derived. Then note the language of origin and the original word in the spaces provided. Look for clues to the modern spelling.

	English Word	Language of Origin	Original Word
Example:	dock	Anglo-Saxon	docce
1.	bonfire		
2.	assassin		

F. Variant Spellings

Some words in the English Language may be spelled more than one way. Alternate spellings are listed in dictionaries in preferential order. The preferred form is listed first. Secondary spellings are usually British forms instead of American forms. Although British forms are correct, American forms are preferred. In column A, write the variant spelling your dictionary gives for each of the following words. In column B, write the preferred form.

	Word	Column A - Variant	Column B - Preferred
Example:	adviser	advisor	adviser
	1. honor		
	2. travelling		
	3. programed		
	4. judgment		

*** Name of Dictionary used: ____________________

VIII. ADDITIONAL RESOURCES

Any books available on spelling, which can be obtained and kept in the class area, are valuable aids for students who need additional work in problem areas and for instructors and tutors who need ready reference information.

The services of a diagnostician or counseling department that can diagnose learning problems, or hearing and visual disorders, is highly desirable as some students who are having difficulties in a spelling class may have conditions that cannot be corrected by a regular spelling program but may require one-on-one work with a professional equipped to handle specific handicaps.

CONCLUSION

This individualized spelling program has been successfully attempted at Chemeketa Community College. Much work needs to be done to refine weekly exercises and add to the collection of video-tapes.

The class is highly individualized to address students' own particular needs whether they be personal needs or needs directly related to career goals. However, daily personal contact between tutor or instructor and student, and among the students themselves is crucial to maintain the morale and enthusiasm of students as they work on their individualized programs.

OBJECTIVE 6-- To identify available curriculm materials and instructional aids specifically designed to meet the needs of these students which would be exportable to other institutions.

Marian Lea Cope
Linn-Benton Community College

ABSTRACT

The main thrusts of a developmental program should be: a) assisting a student in the development of necessary academic skills and, b) developing attitudes which would enable the student to use these skills independently.

Instructors and administrators in this type of program often have the responsibility of choosing materials and instructional aids for their respective programs. This selection is often influenced by subjective judgement. Objective Six of the project outcomes provides an opportunity for exploring a more systematic and objective manner of material and aid selection. I have developed an evaluation instrument that can assist community college developmental program instructors in the selection of curriculum materials and instructional aids. To prove the usefulness of this instrument, I am currently evaluating materials and aids being used in Oregon Community College developmental programs.

RATIONALE:

Educational Research Service and Educational Products Information Exchange Institute have come up with some disheartening statistics about the involvement of teachers in the selection of instructional materials: (3) Almost one half (45.8 percent) of the nation's school districts grant no release time for teachers on selection committees to consider instructional materials; 45 percent of classroom teachers have no role in choosing the instructional materials they are required to use; the typical teacher never has been trained, either in college or on the job, to evaluate or to select the materials for use in his or her classroom; more than half of those with a role in selection spend less than one hour per year in making the choices.

Although these statistics refer to K-12 classroom teachers, community college instructors have a similar plight. In conducting a survey of the thirteen Oregon Community Colleges this summer, I found that no evaluation tool is in use at any institution. Instructors at most of the states community colleges select their own materials, and some colleges use readability formulas in this selection process. However, very often instructors find themselves in the not-so-enviable position of having to spend a certain amount of budget money (30 days before the end of the fiscal year). Grant deadlines must often be reckoned with, as well as new program timelines. Materials and instructional aids have become so massive in volume that it is extremely difficult for the community college instructor to deal objectively with the number of salespersons andcatalogs that tend to overwhelm them. Information from both these sources is often sketchy, incomplete and, on occasion, inaccurate. In their haste to the market place, authors sometimes neglect to sufficiently fieldtest their materials. All of these factors complicate the selection process.

Curriculum materials and instructional aids vary widely in purpose, difficulty, format, interest, and appeal, as well as reflect differing ideas or theories of reading and learning. These materials and aids are often the major thrust of the community college reading program. Whether these materials are basic to a reading program or used more flexibly as aids, their learning impact and the constraints of current economic conditions are compelling reasons for careful pre-purchase evaluation. (6)

Simons and Rosenblum (5) state that instructors must gain some sophistication in the evaluation of materials which are found on the market today. They must become aware of the characteristics of worthwhile texts, films, workbooks, tests, and machines.

First, materials are preferable if they reflect modern precepts of readability. Much has been done in recent years to improve the readability of many of the adult level materials, particularly in the areas of format and organization. Instructors must consider readability an important criterion for selection of materials and aids.

A second factor in choosing materials should rest in the degree to which they are truly contemporary. This must be consistent in the textual references, idioms, and illustrations. Accompanying this factor is that of choosing materials with mature characteristics. The use of "elementary" materials just because they contain skills lessons is a real turn-off for most adult readers.

Variety in skills attack is a third area of concern in the quest for adequate materials. Reading and study skills programs need to include materials that have a wide variety of skills on various levels so that each student can be properly challenged but not frustrated or bored.

With these considerations in mind, I would like to list some evaluation criteria for the selection of adult curriculum materials and instructional aids. (6)

Purpose

What is the stated purpose of the materials, and is this purpose consistent with the goals of my instructional program?

1. Are specific skills such as getting the main idea, skimming, or notetaking listed and described, and are these skills consistent with my program needs.

2. Are objectives and competencies listed, and how are they to be measured, developed, and achieved?
3. How is the student made aware of objectives and competencies?
4. Are procedures and techniques consistent with the stated purpose?
5. Are content, format, interest appeal, and difficulty appropriate for use with the learners in my instructional program?
6. Is evidence presented that the materials do indeed accomplish their stated purpose? Are field tests and revisions reported?

Educational and Psychological Factors

What theory, instructional strategy, or idea about reading do the materials attempt to implement, and are the methods and techniques appropriate for the learners in my program?

1. Are activities oriented to the solution of problems appropriate for the age level of my students?
2. Can the materials meet the varying needs of learners in my instructional group?
3. How is the student started in the program? If a test is used, is it supported by statistical evidence?
4. How are students motivated to work in the program?
5. Are directions stated briefly and clearly?
6. Is the time span required for individual exercises appropriate?
7. What provisions are made for feedback to the instructor and to the student?
8. If difficulty levels have been indicated how were they determined?
9. What degree of interaction between student and instructor is promoted?
10. Are the materials adaptable to educationally different students such as the physically handicapped?

Cost

Are required expenditures within the possibilities of my instructional budget?

1. Have initial, maintenance, and replacement costs been considered?
2. What provisions are made for updating?
3. What changes in facility or staff might be required if the materials are purchased?
4. Is special training required before using the materials?
5. Are there other alternatives which might accomplish the same purpose at less overall expense?
6. Do these materials duplicate materials already available?

Attitude of Instructional Staff

Can the instructional staff use the materials enthusiastically?

1. Will the salesperson or publisher allow the materials to be used on a trial basis?
2. Do the materials conflict severely with philosophical biases of the staff?
3. Does the staff think that the materials will benefit the program?
4. Does the staff like the materials?

Finally, the decision of what curriculum materials and instructional aids should be purchased must rest solely with the instructor. Authors and publishers do not necessarily have specific students and programs in mind as they prepare materials. Instructors must take the responsibility to relate materials to specific instructional situations and learning characteristics of students. Ahrendt (1) suggests that criteria for using specific types of materials must include consideration of the staff who will use the materials, the objectives of the program, the student population to be served, and the cost of the materials selected. Ahrendt also states that there is no one best method for the teaching of reading. The method used depends on the teaching style of the teacher and the learning mode of the student. Basically, once the student's problem has been diagnosed, the specialist can plan his teaching approach from the level at which the student is able to perform. It is important that the student experience success and understand how his activities relate to his class work. By careful evaluation the best possible match of instruction, materials and learners can be achieved.

INSTRUCTIONAL MATERIAL EVALUATION

I **Material Identification:**

Title: ____________________

Author: ____________________

Publisher: ____________________ Copyright: ____________________

Description: ____________________

____

____

II Components:

- ____ Tapes
- ____ Filmstrips
- ____ Tests
- ____ Transparencies
- ____ Teacher's Guide
- ____ Activity Cards
- ____ Progress Charts
- ____ Spirit Masters
- ____ Paperbacks
- Other ____________________
- ____ Workbooks
- ____ Records
- ____ Student Text
- ____ Supplementary Books

III Readability Level

Publisher's stated levels and formulas used: ____________________

Evaluator's formula(s): ____________________

Level: ____________________

IV Audience for whom most appropriate: ____________________

V Conclusion Statement:

Strengths: ____________________

____

Limitations: ____________________

____

VI Overall Rating:

Poor	____	____	____	____	____	Excellent
	1	2	3	4	5	

Signature of evaluator: ____________________

Evaluator's Position: ____________________

Date of evaluation ____________________

PROFILE SHEET

I. Descriptors

A. Type of instructional Approach:

_____Lecture/Text
_____Individualized
_____Programmed
_____Experiential
_____Inquiry
_____Other ______________________________

B. Type of learner for whom material is appropriate:

_____High achievers
_____Average achievers
_____Low achievers
_____Under achievers
_____Learners with language difficulties
_____Learners with cultural differences

C. Type of in-service training required:

_____Extensive
_____Moderate
_____Minimal

D. Type of class for which material is appropriate:

_____Remedial Reading
_____Developmental Reading
_____Excelerated Reading
_____ESL
_____Study Skills
_____Spelling
_____Language Arts
_____**Other** ______________________________

E. Purpose of evaluation means provided:

_____Pre-instructional assessment
_____Diagnostic
_____Formative
_____End of chapter/unit
_____Summative
_____End of term

F. Types of evaluation:

_____Criterion referenced
_____Informal
_____Norm referenced

Rating Scale

Poor Excellent

I PHYSICAL CHARACTERISTICS

	NA	1	2	3	4	5
Illustrations						
Construction, durability, paper quality						
Print size, layout						
Suitable and durable storage container provided						
Quality of sound (where applicable)						
Quality of color (where applicable)						

II OBJECTIVES

Clearly Stated						
Congruent with topic						
Taught and carried through in material						
Adequate exposure to each objective						

III SCOPE AND SEQUENCE

Essential skills included						
Appropriate for level of intended use						
Appropriate sequence						

IV INSTRUCTIONAL APPLICATION

Student involvement						
Enrichment exercises						
Correlation with other subjects						
Individualized activities						
Student-initiated activities						

V SOCIOLOGICAL F

Demonstrates sexual equity						
Racial/ethnic equity						
Illustrates contemporary conditions						

CONSIDERATIONS IN EVALUATING TEXTBOOKS

_____ 1. The density of concepts isn't intended to frustrate the student. In other words, each sentence isn't packed with several ideas.

_____ 2. The sentence complexity isn't usually high. That is, the authors don't tend to always use long compound and complex sentences.

_____ 3. The authors don't continually choose to use long, difficult words when simpler synonyms would suffice.

_____ 4. Captions under graphs, tables and diagrams are clearly written.

_____ 5. The text contains both a table of contents and an index.

_____ 6. The table of contents shows a logical development of the subject matter.

_____ 7. When the text refers to a graph, table, or diagram, that aid is on the same page as the textual reference.

_____ 8. Pictures are in color and are contemporary, not dated by dress unless the author's intention is to portray a certain period.

_____ 9. Difficult new vocabulary words are highlighted, italicized, or underlined.

_____10. The main idea or purpose for reading a chapter is stated at the beginning.

_____11. The authors include a summary at the end of each chapter.

_____12. Various ethnic groups, and male and female characters, are depicted authentically in the text.

_____13. When there are questions at the end of the chapter, there are different kinds (true-false, multiple choice, essay), and they are at different levels of comprehension (literal, interpretive, and application).

_____14. At times the text refers to practical, real life situations students can relate to and have an interest in.

_____15. The text includes quotations from other sources and authorities to support its statements.

_____16. The text suggests other out-of-class readings and projects to stimulate additional student interest.

_____17. The book is recently copyrighted (within the last two years) and the contents genuinely up-to-date.

_____18. The text is suitable for achieving the stated course objectives.

……

Each of the checks marked above has a value of one point. This text's total score is _____. If the text rates from fifteen to eighteen, it would probably be an excellent selection. If it rates twelve to fourteen, it might be an acceptable choice, but you might look some more. If the text is rated below twelve, do some more serious searching.

Frause, Kenneth C., Determining Readability, Edited by Russell D. Gregory - Linn-Benton Community College.

REFERENCES

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6. Tillman, Chester E., "An Informal Guide For Evaluating Commercially Produced Reading Improvement Materials," Forum For Reading, IRA Publications, November 1976.

7. Evaluation materials from the following State Departments:
   State of Florida
   State of Idaho
   State of Oregon
   State of Washington
   State of California

Objective 7 was deleted prior to the document's being submitted to the ERIC Document Reproduction Service.

OBJECTIVE NUMBER EIGHT

ON-GOING ASSESSMENT CRITERIA: Some techniques for evaluation of the progress of developmental education students

Bonnie Orr
Linn-Benton Community College
June Benson
Chemeketa Community College

TABLE OF CONTENTS

Page

ABSTRACT i

PREFACE ii

Definition of Terms 1

The Process of Assessment 2

Characteristics of Developmental Education Students Relative to Assessment 6

Who Monitors Student Progress? 7

METHODS OF ASSESSMENT

General Methods of Assessment 8

SPECIFIC METHODS OF ASSESSMENT

English (Grammar, Writing) 18
Math 23
Oral Communication 27
Reading 29

STUDY SKILLS

Skill Development 32
Ego Development 38

SELECTED BIBLIOGRAPHY.................................... 43

ABSTRACT

The purpose of this paper is to develop on-going assessment criteria which will assist in monitoring students' progress in developmental studies. The process of assessment is defined and information on how to design an assessment system is given. The characteristics of the developmental education student are important since they necessitate the consideration of special assessment techniques. A system for monitoring the progress of developmental students is described. Methods of assessment include general methods and methods specifically used in the skill areas of English, math, oral communication, reading, and study skills (skill development and ego development). The emphasis of this paper is on informal measures of assessment that can be planned and conducted by either the student or the instructor or both together.

Included are descriptions and samples of some effective instruments and a bibliography.

PREFACE

We assume that the professional in the field of developmental studies knows of the assessment instruments and techniques in this particular area. We hope that the suggestions and comments in this paper will help the professional in the various areas be aware of assessment techniques in other areas so he can more effectively strive to educate the whole student. Most authorities agree that developmental skills cannot be segregated and departmentalized and that they are all an essential part of laying a basic academic foundation for the nontraditional student. We hope this paper will reinforce what you are doing that is right and also give you some ideas for a fresh approach that compliments and embellishes what you currently do when assessing the developmental student.

We see that this paper is also a vehicle for facilitating orientation of the paraprofessional and the tutor who may not be aware of the broad selection of techniques and methods.

We hope that everyone who reads it will have a few "Aha" moments.

DEFINITION OF TERMS

Assessment: This is an on-going appraisal of a student's capabilities and achievement.

Developmental Education: Training which is designed to take a student from whatever level he is tested in skill development to his level of capability or preference.

Gender Pronouns: Because it is less distracting we have elected to use the traditional he, him, his, rather than female or combination he/her forms of pronouns. This does not mean that we visualize either the instructor or the student as uniquely male.

Instructor: The person involved in teaching students either in the classroom and/or on an individualized basis. The literature uses the term teacher, instructor, professional, guider, and helper. We have elected to use instructor as an inclusive term.

Paraprofessional: This is a person who teaches, advises, or evaluates the student directly. It refers to a person without formal training in educational methods and includes all types of tutors.

Target Population: Developmental education programs enroll students from all ethnic, racial, and socio-economic groups. The literature indicated that the preponderence of students are from disadvantaged sectors of the population: Blacks, Chicanos, Puerto Ricans, Native Americans, poor Whites, and other ethnic groups. They are generally older than "typical" college students. Collectively this group is known as new students or nontraditional students.

Term: The academic period of a course, whether it be a semester, a quarter or an open-entry/open-exit class.

Tests: Teacher-made test: made by the instructor to fit the needs of the student and class requirements.

Published test: printed and sold by publishers but lacking norming and standardizing.

Normed test: test usually listed in Mental Measurement Yearbooks, or Tests In Print that have been field tested and provided with normative data in stainines, percentiles and year or interest groups.

THE PROCESS OF ASSESSMENT

Research in education delineates three criteria measures used in assessment: basic skills, acquisition, attitudinal change, and self concept change. We suggest that all three of these measures be used to create an on-going evaluation of developmental students. We also see that these criteria can be divided into a broader, more functional definition of assessment that will help an instructor plan a comprehensive program that evaluates the whole person.

Assessment Defined

The process of assessment is:

1. A means of gathering information
2. On-going and continuous
3. An active involvement of the student
4. Non-threating and non-punitive
5. Flexible, since it can be done at anytime during the term and can be altered to meet individualized courses and various developmental students.
6. Pragmatic
7. Objective or subjective, quantitative or "gut feeling"
8. Holistic, the consideration of the whole academic and personal areas
9. Vertical (can include pre and post tests to show change)
   or
   Horizontal (can compare one student's progress with another's)
10. A means for providing a student immediate feedback
11. A way for the student to take responsibility for learning
12. A method of developing a sense of self-direction in the student
13. Electic, that is, it takes advantage of many tools
14. Evaluation that goes beyond the paper and pencil test

Designing an Assessment System

K. Patricia Cross states, "Basing the assessment of achievement on desired educational outcomes demands that the assessment measures be more complex than most current procedures, since they will assess a wider range of course related capabilities than either the traditional end-of-course or standardized test." (Cross, 1972). There are many instruments available, and new ones can be developed by the instructor.

Before an assessment system is designed, the following questions about instruments should be answered.

1. Are the instruments valid? Do they adequately measure or assess the skill they are evaluating?

2. Are they reliable? Is the evaluation consistent? Would the student receive the same evaluation if the procedure were repeated?

3. Is it practical? Does the assessment not take up too much teacher and student time? Is it useful to show change? Will the information be used by the student or instructor in a constructive way?

Then, the following must be decided.

1. What is the purpose of the assessment? Is it formative (to improve skills) or summative (to judge changes that have occured)?

2. What is the scope of the assessment? Is it a single component (that evaluates one skill) or comprehensive (that includes all the components of learning)?

3. What is the time reference of the assessment? Is it momentary (one day at a time) or longitudinal (one full term or an entire academic year)? Is it retrospective (how the student used to feel, learn, etc.) or prospective (to indicate where the student is going)?

4. What is the method of assessment? Is it instrumental (so that the results are quantified) or open-ended (so the results are qualitative)?

5. What type of feedback is there going to be? Is it going to come from the student orally or is it going to be in a written form? Is the feedback going to flow in two directions?

Guidelines for Assessment

During the assessment process the following principles should be kept in mind:

1. Not all students will make progress in the same way and in the same direction.

2. Assessment systems should be designed to determine student growth or change, not to collect research data only.

3. Assessment is a means of evaluating instructional methods and can show teacher strength and weakness.

4. Student input should be used during assessment. Research shows that students report self-assessment honestly and accurately.

5. There should be an emphasis on the development of strengths as well as ameliorating weaknesses.

6. An appropriate atmosphere must be developed by the instructor so weaknesses or negative results can be discussed openly and in a positive growth-oriented manner.

7. There should be an assessment of the process of learning (how you learn the material) as well as the outcome (what the end results of the learning efforts are). Has the student reached the point of effective and successful independent learning? Benjamin Bloom estimates that 95% of all students can master what we have to teach them.

Student Attitudes Toward Assessment

Many high schools persist in using assessment in a punitive teacher-directed manner. Students feel as threatened by the open, non-directive assessment as they do by the punitive one because it can lead to feelings of insecurity or inadequacy when first used by the student. For this reason, the self-directed assessment program should begin during and after the initial diagnoses. The introduction to an assessment system is begun by furnishing complete information about the purpose of tests, what information the tests will gather, and what will be done with the test results. Discussion of the test results between the instructor and the student helps take the "hocus-pocus" out of diagnosis and helps to eliminate the student's feelings that the instructor has been "divinely guided" in selection of course materials that will remedy weaknesses. The student needs to be prepared for self-direction and self-evaluation gradually and systematically so a comprehensive assessment system can be implemented. Students should not be expected to accurately evaluate their progress at the beginning; self-evaluation is a learned process. Therefore, the method and kind of assessment will change throughout the academic term.

There are three steps in achieving this change of attitude toward assessment. The student has to have a role in the establishment of his learning goals during the initial assessment process. Goals which are meaningful and relevant are easier to work toward. This mutual planning of desired outcomes help set the climate that encourages self-direction in assessment. The second step is frequent student-teacher conferences initiated by either party. The student needs to be reassured in a comfortable manner that he is doing things correctly. Instructor approval is usually important in the beginning of assessment.

The third step is the employment of learning materials that have built-in evaluation aides. The open, trusting atmosphere created in self-directed learning situations lends itself to student access to answer keys and the mutual feeling that there will not be cheating.

"To change a failure-threated student into an achievement oriented learner involves a fundamental change of attitude. It means that the learner must become eager to test himself instead of becoming motivated to find ways of avoiding the test of personal competency. It means that the student must become curious about himself and what he can do instead of being afraid to find out. Most important, it means that the challenge to the learner is to improve upon his own past record--to seek out the task that is just a little more difficult than what he has already accomplished." (Cross, 1972).

The student's perception of quizzes, tests, instructional checks, papers, essays, etc., what we term "assessment", alters drastically when a jointly planned self-directed assessment program is initiated. The student has seen tests as punishment; now they are an evaluation, used as a stimulant, a humane guide to continual growth and learning. Tests have been conducted with paper and pencil, but now the student realizes that there are a variety of evaluation techniques, including observation and self-appraisal. Testing has been based on the memorization of facts, but assessment can be a focus on creativity and inquiry that is cooperative and continuous. Exams do not have to come in the middle and end of the course, but can be continuous and completed when the student feels he has mastered the material.

A narrow range of behaviors are traditionally tested with paper and pencil, but assessment can be an evaluation of the cognitive, affective and psychomotor behaviors that examine the whole person. Assessment is not done by the teacher to the student. It can be a cooperative, trusting effort or a self-initiated, self-directed, self-scored effort. Comparison with fellow students becomes irrelevant as the student seeks the development of his own competencies and the skills of assessing his own progress.

Assessment Records

Assessment can and should be honest, open, positive, anticipated, and ethical. Assessment can be initiated by either the instructor or the student at predetermined times or when the student feels ready. Students should be candidly told of test results and should be expected to perform self-evaluation with integrity. Assessment is ethical when it does not violate the federal laws on privacy. Students should be able to keep copies of their assessment in their folders and there should be a minimum need for the instructor to keep a separate file of assessment results that would be different from those that have been openly discusses with the student and those the student has taken an active part in analyzing and discussing with the instructor. (If more elaborate documentation is to be made, the files are most appropriately generated and maintained by the counseling office). We see assessment as a positive growing experience, that is composed of numerous facets and instruments, each one involving the student.

Reverse Evaluation

Another facet of the complex assessment system is the "reverse evaluation" that is conducted in an on-going manner. The student gives the instructor feedback: Is he getting something out of the class? How often do they talk together? How much effort has the instructor made to get to know the student and his work? What type of satisfaction is there with the course? What anxieties have occurred because of enrollment in the class? The student also should be able to say how hard he felt he worked in the course and the type of feedback he got from other students in the class. (Standardized anonymous faculty evaluations sometimes give some of this input in an impersonal form.) The rapport building, one-on-one assessment can improve the educational experience for both the student and the instructor. If the instructor is open and accepting of such feedback and sees it as a positive growth experience himself, he serves as a role model to the student.

CHARACTERISTICS OF DEVELOPMENTAL EDUCATION STUDENTS RELATIVE TO ASSESSMENT

Researchers have identified characteristics of the developmental education student. Special qualities make this student different from the "typical" community college student and necessitate the consideration on special assessment techniques.

A composite listing of developmental education student characteristics reveals that the student is: older than the traditional "college age" student, filling a life-long need for learning, has been frustrated, may have learning disabilities, low ability, low achievement and academic underpreparation. He is goal oriented, has a time deadline, is self-directed, and has effective defense mechanisms that have helped him cope with life and may inhibit learning.

The developmental education student sometimes has a distorted view of his skills achievement. He has a fear others will know of his deficiencies and tries to rationalize away his problems. He is anxious, yet determined to succeed in his classes and his greatest concern is that he is risking another failure experience in school.

His sense of self is easily threatened by being asked to demonstrate what he doesn't know during a structured testing situation. One way to cope with this anxiety and frustration is dropping out of the class or program that threatens him with punitive evaluation.

Because of past academic failures, or long absence from school, the developmental student often has a low self concept in reference to academic work. He feels he has never succeeded before, or feels he has grown "rusty", forgotten what he knew before or is too old to learn.

Generally, the developmental courses are a short term goal in skill building that needs to be met before a long term goal can be realized. The developmental student is sometimes impatient to reach the long term goal. The persistence toward the goal can be fostered by building on a record of successes: completion of tasks, approval of instructor, involvement with short range goal planning, immediate feedback, an honest on-going assessment of strengths and weaknesses in a skill.

The instruments for initial assessment and on-going assessment mentioned in this paper were selected from the literature because they were noted as being effective in helping a student persevere toward a goal on a record of successes.

WHO MONITORS STUDENT PROGRESS?

Students coming to the community college need more help and support than the individual instructor in a course can provide. Someone needs to monitor the student's general academic progress overall, as well as his personal and social adjustment to the school environment, while the instructor and/or paraprofessional will monitor the student's progress in an individual course.

There are two ways that a student's progress can be monitored in developmental studies:

1. An interdisciplinary team of instructors, counselors and tutors can meet periodically to discuss the progress of several students.

2. A tracking system can be devised whereby an individual can periodically assess and/or counsel several students. This individual can be a counselor, an instructor or paraprofessional. A peer counselor can be especially effective with a student from a different ethnic, racial or socio-economic background than the majority of the school population. Such a student will often be more willing to confide in a peer counselor.

While (1) easily facilitates cooperation between developmental center staff, the student would probably benefit most from working with a single individual (2).

It is important for the student to view this single individual as a helper rather than an evaluator. Thus, the student should set his own goals. These goals may be personal (participating in class discussions, making new friends, managing his time effectively) or may be related to class goals (completing half of the course objectives by midterm, completing class assignments by due dates). While the instructor will determine the course objectives, the student determines the time needed to meet these objectives and the degree of competency he will reach in each. The student has this control because he will decide whether to attend classes and complete assignments. He decides how important each class is and how much effort he will spend to complete each class satisfactorily.

The purpose of on-going assessment would be to determine why the student's goals were or were not attained, what should be done, and set goals for the next term. The helper and student could draw up learning contracts for the next term. In addition, this helper can also facilitate cooperation between instructors whenever necessary. If the student has completed a series of developmental courses, the helper can advise the student in the selection of courses for the following term. This helper will know if the student is having difficulty in just one course or all courses.

METHODS OF ASSESSMENT

There are a variety of methods that can be used to assess student progress. First, general methods of assessment are listed that can be adapted for almost any area. Second, methods and measurement tools specifically for individual skill areas are listed.

General Methods of Assessment

A. Grading--Most institutions require grades in order to issue credit for academic work. Grades are nearly always assigned in coursework in general education or vocational classes. Some authorities feel there is not even a necessity for grades in developmental (basic skills) courses. Grading does not give information that would facilitate student learning as does other forms of assessment. Thus, grading should never be used as the sole assessment criteria. Listed below are some possible grading options.

1. Traditional letter grades (A-F).
2. "P" for progress rather than a grade of "Incomplete". If given at the end of a course, the instructor and student should be able to agree upon a "P" grade. This would allow the student to re-enroll until subject matter/basic skill is mastered at an appropriate level.
3. Multiple grading. For example, the student can be given a grade on achievement in relation to course objectives and a grade in terms of personal progress made.
4. Pass-No Pass.
5. E.S. (Exit Satisfactory) indicates that the student is ready for other college work.
6. P.S. (Progress Satisfactory) indicates that the student has progressed to the next developmental stage in learning.
7. Learning Contracts.

   Students in individualized skills courses are often assessed under conditions agreed to by the instructor and the student in a learning contract. Learning contracts are flexible and can be used as an alternative form of grading.

   The concept of individualizing education for students through contract learning has gained increasing popularity in the literature. There are two types of contracts:

   1. Grade contracts involve an agreement with an instructor and a student at the beginning of the course as to the grade the student expects to receive and the amount and/or quality of work he is expected to produce to earn this grade.

2. Learning contracts are written agreements reached between a student and an instructor regarding student work or learning balanced with the amount of reward or credit.

Grading contracts are for individual classes but a learning contract is used to monitor the overall progress a student is making toward his academic or career goals. Contracts are an excellent method to use with an incoming student who is taking many developmental courses. Such a contract would give him an overall feeling of progress and improvement toward a career goal even if he is not currently taking courses outside of developmental studies. Learning contracts can be a valuable addition to the traditional advising session at the end of each term.

Learning contracts can cover varying lengths of time, amounts of work, and all academic areas, but they typically contain four elements:

GOALS: This gives an overview or unifying theme to the contract. The student should state long-term and short-term goals, indicating how the term's activities relate to both types of goals.

EDUCATIONAL ACTIVITIES: This section is for listing the particular activities the student intends to pursue to attain academic goals. The student must differentiate between activities he is engaging in for transcript entry and those which are part of an overall program for the term but are not entered on the transcript.

DESCRIPTIONS AND OTHER ACTIVITIES: This section is to allow for further elaboration and description of the educational activities, especially tutorials or class projects. For example, "helping to register voters" may be an important description even though it is not part of the student's formal education.

CERTIFICATION CRITERIA: This section is where the student spells out in detail the criteria for satisfactory completion of the contract. At the end of the term, the student's contract sponsor (his counselor, advisor, instructor, etc.) can determine the status of his contract according to the certification criteria both agreed upon at the outset. The student's sponsor will review the student's progress to date and could categorize the student's contract status in the following terms: satisfactory, incomplete, or unsatisfactory.

SKILL CONTRACT

Academic Year________, Term _________

Name____

Goals:

Educational activities to be
evaluated for transcript entry:

Descriptions and other activities:

Certification criteria:

Signature____________________________________Date__________________

Sponsor______________________________________Date__________________

B. Tests--Many teachers and probably all students equate assessment with testing. Testing does play an important role in assessing a student's academic performance, but since the nontraditional student faces a testing situation with something less than enthusiasm, many may show no progress on a test at all, although a record audit of their day-to-day work shows improvement. Test scores reflect more than a student's mastery of learning. Tests reflect the student's anxiety, fear, and general emotional and physical health. Thus, if a test score indicates no progress, the instructor should consider a second method of assessment.

1. Normed Tests: Normed (or standarized) tests are usually used as group tests and give results in a variety of grade equivalents, percentiles, and stanines. The student can see how he compares to others in his age or grade group in a particular skill or set of skills. These tests are usually easy to administer, score, and interpret. Oftentimes a single title has two forms, allowing a pre- and post-testing assessment.

   There are serious drawbacks in using standardized tests however. The disadvantage of standardized group testing to our target population is that psychologically many of the students are unprepared to cope effectively with the stress of a timed test, and because of poor academic backgrounds, lack the test-taking skills that aid in achieving higher test scores.

   Furthermore, some of these standardized tests were normed for elementary or high school student populations very different from disadvantaged college students. The disadvantaged population is difficult to norm since it is a peripatetic population.

   The time structure of the tests is another disadvantage. Not completing sections in a timed test gives inaccurate assessment data about a student's skills in a particular reading area.

   Another serious drawback to group administered standardized testing is that the dynamics of the individual in a testing situation cannot be observed. In order to make a complete diagnosis that facilitates accurate on-going assessement, it is necessary that the instructor sees how a student approaches the testing situation. What are the student's test-taking skills? Is he motivated, distracted, anxious? Can he concentrate? What about his "body language" during the test?

   The disadvantage of using the group administered standardized test can be minimized by administering complementary informal assessment techniques. These informal methods are not normed, timed, or as stressful. If administered individually or in very small groups (2-4 students) by a paraprofessional or an instructor, many test taking skills and valuable observations about student behavior can be noted.

   To research a test before use, you may wish to check test reviews by professionals in testing and measurement.

For studies of applications see:

Journal of Educational Psychology
Educational and Psychological Measurement
Measurement and Evaluation in Guidance
Journal of Educational Measurement

For traditional sources of information see:

Tests in Print
Mental Measurements Yearbook (Buros)
Test Collection Bulletin

2. Criterion reference tests: A teacher-made test with specific samples of all related tasks within a unit. While any teacher can quickly write up a unit test the night before class, a designing valid testing instrument can be time-consuming. Because the instructor tests only the skills he is teaching, criterion referenced tests are by far the most valid testing instrument the instructor can use. Information on constructing tests can be found in the following books:

   Adkins, D.C., Test Construction, 2nd ed., Columbus, OH, Merrill, 1974.

   Anastasi, A., Psychological Testing, 3rd ed., New York, NY, Macmillan, 1968.

   Cronbach, L. J. Essentials of Psychological Testing, New York, NY, Harper & Row, 1970.

   Educational Testing Service. Educational Tests and Measurements Kit, Prinction, NJ, Educational Testing Service, 1973.

   Gronlund, N. E. Measurement and Evaluation in Teaching, 3rd ed., New York, NY, Macmillan, 1976.

   Payne, D. A., The Assessment of Learning: Cognitive and Affective, Lexington, MA, Heath, 1974.

   Thorndike, R. L. and E. Hagen, Measurement and Evaluation in Psychology and Education, 4th ed., New York, NY, Wiley, 1977.

3. Diagnostic tests: The initial diagnostic test used may also serve as an assessment instrument--either by readministering the earlier form or by administering an alternate form if one is available.

4. Item analysis: In using any test to indicate student progress, the item responses are more important than the total score since this allows alternative instructional techniques to be prescribed. For example, in a math test, did the student miss only the multiplication problems and get all the addition and subtraction problems correct?

5. Confidence testing: During a test, the student is asked to pick his answer and rate his confidence in answering (very sure, sure, not sure). This provides more information on the student's knowledge and the instructor can use this information to prescribe further instructional materials. Reliability of test scores are increased; it is possible to devise scoring systems that "pay" the student to respond honestly. Confidence testing has been commonly used to assess cognitive processes.

C. Appraisal by Others--The student may be appraised by his instructor or a paraprofessional who has worked with him.

1. Objective appraisal

   a. Completion of behavioral objectives. If these objectives are listed sequentially, the instructor can quickly assess the student's progress in a course.

   b. Completion of objectives in a performance/learning contract agreed to by the student and the instructor.

   c. Classifying learning behaviors according to Bloom's Taxonomy of Educational Objectives, or Dale's Hierarchy of Learning.

   d. Completion of a checklist (a list of skills the student is expected to master) is objective because the rater does not judge; the rater only reports what the student did or did not do by checking "yes" or "no". (A rating scale can be easily converted to an assessment checklist.)

Example: Reading Skills

	Yes	No
1. The student can locate topic sentences in paragraphs.		
2. The student can find main ideas in paragraphs.		

2. Subjective appraisal--because inappropriate influences may affect the recording of observational data by an instructor, marginal judgements should be given with an explanation. It is best to have more than one instructor giving the evaluation. While the following assessment instruments are subjective in nature, they are more valid than the instructor's general feeling toward a student.

   a. Conference between student and instructor.

   b. Descriptive evaluation is a narrative of the student's progress. It may emphasize the process of learning (how student attacks a word problem in math) or learning outcomes (the kinds of mathematical calculations a student can perform).

c. Rating scale: valid rating scales are extremely difficult and time consuming to develop. You must address the problem of what constitutes criterion behavior--what are indices of good, poor, indifferent performances? Compare the following example of a rating scale with the checklist (objective appraisal, c.1.d.)

Example: Reading Skills

	Excellent	Good	Average	Poor
1. Locating topic sentences in paragraphs.				
2. Finding main ideas in paragraph.				

d. Student persistence is an evaluation of student attendance patterns and involvement in class discussions and projects.

D. Self-Appraisal--Not only can the student assess his own performance, he can express feelings of confidence concerning the importance of his findings. Research indicates that students learn to improve self-evaluation of cognitive tasks. While the instructor should expect complete honesty on the student's part, the student may be unable to assess his performance accurately in the beginning. However, self-evaluation can be learned and the student should improve during the term. The literature indicates that high achieving students are more accurate and improve at a faster rate than low achieving students. Therefore, developmental students may need special assistance in self-appraisal techniques. Student-provided information can be gathered with the following:

1. Interview or conference

2. Descriptive evaluation is a narrative written by the student to appraise learning outcomes.

3. Self-rating scale. Criticisms of rating scales previously mentioned are true of self-rating scales as well. However, the instructor may want the student's "gut reaction". The effective rate of objective achievement scale can be used. (See following.)

4. Self-assessment checklist. The checklist is preferable to a rating scale. Not only is it more objective, the student will find it easier to assess his performance in relation to the objectives. The student has only to indicate "yes" or "no" rather than attempting to evaluate whether his performance is "Excellent" or just "Good" or "Poor" or just "Below Average."

5. Confidence testing. (See B. Tests, 5.)

E. Record Audit--This is an audit of existing records by the student and/or instructor. Records may include:

1. Personal diaries
2. Student materials from courses (graphs, charts, progress records, assignments, etc.)
3. Completion of behavioral objectives
4. Comparison of pre- and post-test scores

OBJECTIVES. "Effective Rate of Objective Achievement Scale" (Elkins, 1977).

"Clear measurable pre-determined objectives allow the measurement of learner accomplishment against those objectives, and thus, permits clear and consistent evaluation results."

One interesting means of establishing objectives is the idea of basing them on goals the student hopes to achieve and/or new techniques and skills he wants to learn. Careful delinination of objectives allows the student to assess his progress toward the goal. When the student and instructor write the objectives they can be arranged thus: as a major goal, a minor goal, vague or non-specific goal, or as no goal or irrelvant goal.

An "effective rate of objective achievement" can be determined with a success index. The success index is based on the scale of 0-9, and measured accomplishment as the learner sees it set against the original objective goal.

No objective/no accomplishment	0
Vague objective/low accomplishment	1
Vague objective/medium accomplishment	2
Vague objective/high accomplishment	3
Minor objective/low accomplishment	4
Minor objective/medium accomplishment	5
Minor objective/high accomplishment	6
Major objective/low accomplishment	7
Major objective/medium accomplishment	8
Major objective/high accomplishment	9

Low, medium, and high accomplishment standards can be determined by the student's "gut feeling" toward the goal accomplishment or can be predetermined. For example, if an average score of 70% is earned on tasks leading to goal, low accomplishment is recorded; if an average score of 80% on tasks leading to goal, a medium accomplishment is recorded; if an average score of 90% on tasks leading to goal, then high accomplishment is recorded.

This type of assessment can be performed at the beginning, middle and end of a course to facilitate dialogue between the instructor and the student.

SPECIFIC METHODS OF ASSESSMENT

English
(Grammar, Writing)

Overview

The literature does not list a reliable, objective means to evaluate student writing. Most researchers have cited frustration at attempts to standardize subjective evaluation of writing samples. Although some normed tests provide useful estimates of competence, the only significant test is that of performance--the writing the student has done over a period of time. The validity of assessment will depend on the instructor's ability to recognize good writing and to estimate its worth.

A. Tests

1. Normed Tests

   a. English 3200 or 2600 tests. Pre and post tests are available.

   b. CEEB Advanced Placement Test

   c. McGraw-Hill Basic Skills System/Writing Test, 1970. For grades 11-14. Four scores are derived: language, mechanics, sentence patterns, paragraph patterns, total. The test takes 40 minutes. Score-ease answer sheets are available. The reviewer in Buros' Mental Measurements Yearbook indicated that one should check the test authors' skill emphasis carefully before using this test and be prepared to develop local norms.

2. Published tests

   a. Test of Ability to Subordinate (TAS). This test was developed to assess the writing ability of ESL college students. The test requires the student to take two or three core sentences and combine them into one sentence. There are 50 items. Nine grammatical structures are tested. (See ERIC ED 135 247 for more information.)

   b. Indexes of Syntactic Maturity (Dixon-Hunt-Cnristenson, 1970). Used to measure growth in syntactic fluency. It involves a linguistic analysis of T-units. (T-units are defined as the smallest terminable syntactic units. Each segment contains a main clause and may also contain nominal, adjectival, and adverbial clauses, if they are embedded in or attached to the main clause.) The results of several studies indicate that T-unit length is a useful index of syntactic complexity and since complexity is one characteristic of mature writing, it has value as an indicator of language development.

c. Factors of Syntactic Fluency, (Hunt-Mellon, 1969). Used to measure growth in syntactic fluency. It involves a linguistic analysis of T-units.

d. Syntactic Maturity Test, (O'Donnell-Hunt, 1970). Used to measure written syntactic maturity. Test-taker is asked to rewrite a short paragraph combining elements.

3. Teacher-made Tests

a. Individualized testing based on written assignments--Written assignment is corrected by instructor in regard to student's individual ability. A correction sheet is then prepared by the student. (The correction sheet will list errors made by the student as well as corrected forms of spelling or grammatical errors.) The instructor compares the correction sheet with the original assignment and prepares and administers an individual test based on the correction sheet. The paperwork in such a testing program could easily be handled by a paraprofessional.

B. Essay or Writing Sample--Below are methods to assess a single writing sample.

1. Rating scales. Research indicates a split in the optimum number of criteria believed sufficient to rate a single paper. Some writing instructors believe a few well-defined criteria are best; others prefer a comprehensive list of criteria.

a. Holistic Scale. The paper is given a point score based on a scale of 1-8. Assessment is based on the reader's overall reaction to the paper. The major problem with this method is that the type of paper constituting a specific point score is not well-defined. Such a scale is far too general for the developmental student who may have troubles with grammatical structures. His paper needs a careful analysis of errors to determine teaching strategies. The point score on a holistic scale is like traditional grading--it does not facilitate student learning.

Holistic scales are often used as a method of horizontal assessment by several instructors who teach the same course or the entire writing staff. Each instructor reads all student themes, rating each. All the ratings are averaged.

b. ETS Composition Evaluation Scales, (Diederich-French-Carlton, 1961). A rating scale used to assess the quality of written essays. Seven areas are measured: ideas, organization, wording, flavor (general merit), usage, punctuation, spelling (mechanics). Each of these areas can be scored at three levels (low, middle, high). Criteria for each possible score is spelled out. While this rating scale was developed for high school themes, the literature suggests its use for community college students. (See Diederich for more information.)

c. Score Sheets. These score sheets reflect the dichotomy found in the literature--how detailed should a rating scale be? These sheets may be used as they are written or they can serve as a format for a teacher-designed check sheet. A theme check form may be used as an alternative to grading or using a point score for each factor, it becomes a more objective way of grading essays.

1) Cohen's Score Sheet. The form is concise, encompasses important variables in essay writing, and may be used as an instructional device. The instructor must quantify and qualify the terms used in the entries very carefully for the score sheet to be reliable.

COHEN'S SCORE SHEET

	YES	NO		
Content I.	___	___	1.	Ideas themselves are insightful.
	___	___	2.	Ideas are creative or original.
	___	___	3.	Ideas are rational or logical.
	___	___	4.	Ideas are expressed with clarity.
Ortanization II.	___	___	5.	There is a thesis.
	___	___	6.	Order of thesis ideas is followed throughout the essay.
	___	___	7.	Thesis is adequately developed.
	___	___	8.	Every paragraph is relevant to the thesis.
	___	___	9.	Each paragraph has a controlling idea.
	___	___	10.	Each paragraph is developed with relevant and concrete details.
	___	___	11.	The details that are included are well ordered.
Mechanics III.	___	___	12.	There are many misspellings.
	___	___	13.	There are serious punctuation errors.
	___	___	14.	Punctuation errors are excessive.
	___	___	15.	There are errrors in use of verbs.
	___	___	16.	There are errors in use of pronouns.
	___	___	17.	There are errors in use of modifiers.
	___	___	18.	There are distracting errors in word usage.
	___	___	19.	The sentences are awkward.

2) Theme Check Form (Burns). This form is intended for the average or advanced writer. It allows students to see exactly the good and poor qualities of their writing. It prevents the instructor from overlooking good qualities in student papers because of major blunders--spelling, grammar, etc. In order for students to understand this form, they would have to be taught the terminology. The major objection some instructors will have is that there is simply too much to check. However, this form would limit written comments on the composition itself.

BURN'S FORM

THEME CHECK-FORM: Check under both "yes" and "no" indicate positive or negative aspects. Double checks indicate especially serious and/or excessive errors or exceptionally good work.

YES NO

I. CONTENT

___ ___ 1. Follows general and specific instructions. (Papers which obviously do not deal with the assigned subject or problem will not be accepted.) (On time?)

___ ___ 2. Ideas themselves are insightful, creative, or original, whichever is applicable, so the subject is made significantly interesting and informative.

___ ___ 3. Ideas are rational or logical and, if appropriate, clearly deducible from the facts of the literary or other work under discussion.

___ ___ 4. Ideas are clearly and concisely expressed. Redundancy, rhetoric, padding, and jargon are avoided. (See items 23 & 24.)

II. ORGANIZATION

___ ___ 5. There is a clearly stated thesis or indication of purpose, as applicable.

___ ___ 6. The paper has three sections: introduction, body, and conclusion. The introduction adequately prepares the reader for what follows, and the conclusion logically follows from the material preceding it.

___ ___ 7. The thesis adequately develops the central idea.

___ ___ 8. Each element in the thesis is distinct but logically consistent with and equal in weight to the others and requires a paragraph in development.

___ ___ 9. The thesis indicates the mood by which the central idea will be developed, and the method of development is acceptable within the terms of the assignment.

___ ___ 10. The order of the thesis idea is followed throughout the essay.

___ ___ 11. Every paragraph is relevant to the thesis, and the relevance is clearly indicated.

___ ___ 12. Each paragraph has a controlling idea/topic sentence.

___ ___ 13. Each paragraph is adequately developed. Sufficient details are included to establish or explain the controlling idea.

____ ____ 14. The details used to develop each paragraph are clearly relevant and concrete/specific.

____ ____ 15. The details of individual paragraphs and the elements of the theme itself are well ordered according to some general pattern of development, the pattern is acceptable within the terms of assignment, and "flow" is maintained by the use of the appropriate indicator words.

III. MECHANICS

____ ____ 16. There are errors in manuscript mechanics.
____ ____ 17. There are misspellings.
____ ____ 18. There are punctuation errors.
____ ____ 19. There are sentence fragments, comma splices, and fused or run-on sentences.
____ ____ 20. There are errors in use of verbs.
____ ____ 21. There are errors in use of pronouns.
____ ____ 22. There are errors in use of modifiers.
____ ____ 23. There are distracting errors in word usage.
____ ____ 24. The sentences are awkward or lacking in coherence or unity.

Math

Overview

How you evaluate mathematical learning will depend on what you wish to teach. Measuring skills and knowledge is seldom enough. You may wish to measure the student's attitude toward math, his ability to apply learning to new situations or his skill in thinking logically and building mathematical structures. An assessment instrument must be devised that will measure these things.

A. Normed tests--While all the following tests are college-related, few are normed for the diverse community college population. If you wish to check on additional testing instruments for adults, see Braswell, 1976.

Test & Publisher	What It Measures	Grade Level	Date of Publication or Review	Time	Additional Information and Brief Resume of Evaluation in Buros
Career Planning Program, American College Testing Program	12-13	1976			
CLEP General Examination in Math, Educational Testing Service	Basic skills, advanced topics, total		1972		Placement for or assessment of educational attainment.
Comparative Guidance & Placement, Educational Testing Service	Mathematics (Student takes either computational and applied arithemetic, computational and elementary algebra, or algebra only)	Entering community college students	1972	Approximately 30 minutes (in larger battery of tests)	Cluster norms are based on 5 or more institutions chosen by the college. Norm grouping inadequate. Test items esoteric.
Educational Skills Test/ College Edition--Mathematics, California Testing Bureau McGraw-Hill	Basic information, computations, problem analysis, total	"Open-door community college entrants"	1971		
Junior College Placement Program, Science Research Associates	Mathematics	Entering junior college students	1969	Approximately 50 minutes (in larger battery of tests)	Designed as placement test; validity not demonstrated and therefore not recommended.

Test & Publisher	What It Measures	Grade Level	Date of Publication or Review	Time	Additional Information and Brief Resume of Evaluation in Buros
Kansas Mathematics Test, Emporia Kansas State College	Arithematic, algebra	9-13	1955	50 minutes	Reliability adequate. Excessively bookish. College norms for "type of college which requires little or no training in math."
McGraw-Hill Basic Skills System/Mathematics Test, McGraw-Hill Book Co.	Arithmetic, elementary algebra, intermediate algebra, total	11-14	1970	42 minutes	Buros' reviewers conflict sharply. One felt test well documented; the second felt norming was inadequate and test items were poorly constructed.
Scholastic Testing Service ASK--Skills Analysis of Mathematics, Scholastic Testing Service			1974		Criterion-referenced test; local and national norms provided.

B. Attitude Assessment Tests

1. Dutton Attitude Test

2. Mathematics Attitude Scale (Aiken, 1974). Tests two areas: enjoyment of math and whether or not the student sees personal value in math.

C. Teacher-made Tests

1. A Math collage has a single problem representing each type of computation learned in the unit.

2. Open-book tests. These tests emphasize understanding and application. They have the advantage of stressing the transfer of knowledge rather than the memorization of facts.

3. Tests of productive thinking. In problem solving, testing the solution method is better than testing the answer itself. The planning, organization and insight needed by the student to determine a solution are significant aspects of productive thinking.

4. Essay or free-response tests. These tests emphasize the integration of ideas and show the level of concept mastery.

   Example: Show that the (radian) measure of an acute angle is less than the arithmetic mean of its tangent and sine.

5. Performance tests. Require the student to discover a relationship through measurement, manipulation and experimentation. This is one way of assessing the student's ability to apply new facts. Each test item is on a separate station or table in the classroom.

   Example: Station #10 Materials: Piece of board, ruler

   1. To the nearest 1/4", how long is the board?

ORAL COMMUNICATION

Overview

Oral communication can be defined as the ability to communicate (speaking) and the ability to understand the language (listening). Improvement of oral communication will have a different meaning for the college ESL student, the bilingual student, and the English-speaking student. While special courses may be set up for the ESL student, language development should be occurring for all students in the developmental center.

In surveys, businesses who hire vocational students graduating from the community college ranked verbal skills as the most important academic skill. The importance of verbal skills can be seen in other ways. The Task Force on Teaching English to the Disadvantaged stated that, "Only as progress is made in the use of oral language will there be substantial improvement in reading and writing." There is also a positive relationship between social (verbal) interaction and the development of a positive self concept.

While a number of formal measures are listed below, the best form of assessment appears to be observation: how the student interacts with others. Students whose oral communication has improved will speak with greater ease and fluency. Improvements in articulation, diction, usage, tone of voice, and tempo of speech are also important evidences of growth.

A. Published Tests--No tests are available which directly assess the language skills for the developmental adult student. Language assessment instruments may have linguistic, cognitive style or sociocultural bias which makes them unsuitable for the bilingual student as well. In standardized tests, verbal comprehension can be consistently identified by a variety of measures, but vocabulary items are the purest measure of the factor while reading comprehension items sample broader aspects of this ability. Published tests that may be useful in measuring verbal comprehension are:

1. Test of Spoken English (Beardsmore and Renkin, 1971). For ESL students to test accuracy, fluency, intelligibility of spoken English.
2. MAT-SEA-CAL Oral Proficiency Test. There are several possible scoring procedures: discrete point scoring, global scoring, quantitative and qualitative scoring.
3. Xerox Listening Test
4. Brown-Carlsen Listening Comprehension Test, grades 9-13, fifty minutes, Harcourt, Brace & World, Inc., New York, NY, 1953.

B. Other Assessment Methods

1. Can student summarize orally or in written form what he has heard? (Indicate main idea, supporting detail, discriminate between relevant and irrelevant information, ignor distractions.)

2. A comparison of students' recordings of their own voices (as a substitute for a pre and post test score comparison).

C. Summary of formal and informal measures.

1. Student speaking to peer versus student speaking to adult.
2. Artificial (story retelling) versus naturalistic (interviewing) versus natural (informal classroom talk).
3. Fixed format (sentence reporting) versus structural format (Structure cue responses).
4. Test of morphology (inflections) versus test of syntax (sentence structure) versus test of pronunciation.

READING

Overview

Standardized reading tests are a good means of measuring growth over a term's work, but informal measures are a better means of frequent, on-going assessment during the reading program.

Often the initial assessment is the opening contact between a student and the reading program. The testing situation, if highly structured can be frustrating to a student who feels that he is being asked once again to show what he doesn't know. This apprehension and fear can turn the student off to the program. The personal interview combined with informal testing is generally a non-threatening means of assessment.

A. Normed Tests--The standardized reading tests most frequently mentioned in the literature are listed below.

Year	Test Name	Grade Level	Time	Skills Tested
1973	Nelson Denny Reading Tests	9-16	40 min.	Rate, vocabulary, comprehension
1964 1973	The Stanford Diagnostic Reading Tests, II, III	7-12	90 min.	Vocabulary, comprehension, phonics, rate, structural analysis
	California Reading Improvement			Skimming and scanning
1970	Gates-MacGinite Reading Tests	7-12	46 min.	Accuracy, vocabulary, comprehension
1970	Cooperative English Tests, Reading Section	7-13	50 min.	Vocabulary, comprehension, rate, accuracy
1961	Davis Reading Tests	8-13	40 min.	Level and speed of comprehension
1970	McGraw-Hill Basic Skills System, Reading Tests	11-14	70 min.	Rate-flexibility, retention, skimming, scanning, comprehension
1973	Iowa Test of Silent Reading	6-12	60 min.	Vocabulary, comprehension, locating information, skimming, scanning, reading efficiency

B. Informal Measures--Informal testing techniques can avoid testing stress, give accurate information about skills levels, allow observation and can be a learning experience. Most informal tests are administered on an individualized basis and are an excellent means of building rapport and trust between the instructor and the student. These instruments can be used for basic screening and continue to be effective indicators of progress throughout the term.

Some of the informal means of assessment mentioned in the literature are:

1. IRI--Informal Reading Inventory. Oral reading and comprehension questions in factual recall, inference, and vocabulary.

2. SRI--Secondary Reading Inventory. Oral reading in content area materials with comprehension questions in factual recall, inference and vocabulary.

3. T-NAT--"Test That's Not A Test" (Don Brown, 1974). Adult reading interest, oral reading, and comprehension questions.

4. RFU--Reading For Understanding Diagnostistic Test (SRA). Given as an untimed power test of silent reading and comprehension.

C. Teacher-made tests--Teacher-made informal reading assessment is also on-going and effective. Some examples cited in the literature are:

1. CLOZE Tests. The deletion of a word every X number of spaces. The word choice can be an exact word or synonym form. The test evaluates the student's understanding of sentence structure, context clues, syntax and reading comprehension.

2. Sentence Completion. This gives insight into a student's feelings about reading and/or his understanding of a reading selection.

   Example: I like to read best when.........

   When Ken saw the speeding car..........

3. Vocabulary selected from student's text. To show a basic understanding of the word, select words in context and ask student to define and use in a sentence.

4. Tests in specific skills or criterion referenced tests; i.e., context clues, structural analysis, following directions, etc.

D. Attitude assessment--Nearly all of the literature concluded that the best source of information about reading skills and attitudes is the student. Informal assessment should include covert and overt observation of the student during his reading tasks, as well as pursuing open communication with the student to determine how he perceives his reading. The previously listed instruments can be used to assess a student's skill in various facets of reading. The motivation to read and the effectiveness of the reading process is dependent on the

306

student's attitude toward reading. Some instruments are included in the section on ego development (study skills), but included below are three instruments that assist the student in assessing his attitude toward reading tasks. They can be student or teacher constructed and administered several times during the term.

1. The Reading Autobiography --lists pervious feelings and behaviors associated with reading and includes expected outcomes or changes anticipated by the student.

2. Log of Affection - the student maintains a journal of how he felt about a reading task or how the reading material affected his senses, values or sensibilities.

3. Inventory of Reading Tasks - the student maintains a list of all items read during a specific period of days--from cereal boxes to insurance forms to texts. The complexity and variety of reading listed in the inventory make a record of reading habits that can be reassessed several times during the term.

STUDY SKILLS

Overview

Study Skills are taught in conjunction with English or reading or as a separate course. Many developmental education students are enrolled in study skills classes because they have never had good study habits or because they have forgotten them through disuse. Most students do not take the class so much for credit or a grade as to learn more efficient study behavior.

Study skills courses usually have two objectives: (1) helping the student gain pragmatic applicable skills to be used in other course work, and (2) the enhancement of the individual's concept of himself as a student, (or ego development).

Some of the outcomes of the former objective are skills in notetaking, time management, techniques for effective learning for short-term and long-term goals, research paper writing, outlining, underlining of text, test-taking, reading efficiency, listening and following verbal and written directions. Objectives in ego development include increased student motivation, clarification of goals, increased positive attitude toward study, and school in general, and an improved sense of self.

A. Skill Development

1. Diagnosis: The basic diagnosis of study skills can be done with one or more techniques, including formal and informal methods. Some of the published and normed tests that can be used both as a pre and post test are:

   McGraw-Hill Basic Skills System, Study Skills Test

   Madden Peak Computational

   Cornell Study Skills Inventory

   Survey of Reading and Study Efficiency (Christ)

   The most frequently mentioned test is the Brown-Haltzman Survey of Study Habits and Attitudes. This test gives 7 scores based on one hundred items:

   1. delay avoidance: willingness to complete assignments on time.
   2. work methods: efficiency and knowledge of study methods.
   3. teacher approval: opinions of student towards teachers and their methods.
   4. education acceptance: attitude toward educational goals and requirements.

5. study habits: a combination of delay avoidance and work method scales.

6. study attitudes: a combination of teacher approval and educational acceptance.

7. study orientation: a combination of study habits and study attitudes to provide total measure of attitude and habits.

Most diagnostic tools can be used on a continuing basis throughout the term. Informal diagnosis can be completed within a class or on an individual discussion basis. The student can write about his perception of himself, rate himself and his study habits on various scale instruments or give feedback after a particular class assignment.

2. Behaviorial objectives: In study skills, especially, the nontraditional student needs to see a change in his behaviors and skills. He needs to know that he is coping with college work, or if he is not, how he can alter his study habits. More structured assessment can be based on performance or behaviorial objectives. Behavioral objectives can help a student set and achieve short term goals and to be more aware of self and time management. One method is for the student to choose a specific skill or subskill that he would like to improve because he can apply it immediately in one of his classes. Objective and target dates are estimated and the student checks off the objectives as he moves toward the goal. At the achievement point, the student writes or orally expresses to the instructor, the parprofessional, or the class the methods, frustration and changes we went through in order to learn the particular skill within the time line.

3. Behavioral analysis: another interesting technique is behavioral analysis. Behavioral analysis is a student-initiated clearly-defined procedure which adult students can learn to use to bring about improvements in their achievement or a desired change in their behavior. An instructor or paraprofessional should monitor the student's progress during his initial attempt at using this technique. Thereafter, the student should be able to proceed on his own, although the encouragement and motivation provided by another person would always be helpful.

   Teaching students a method of self-control is well suited as a topic in a study skills class. Instructors should give some thought as to where instruction in behavior analysis is pertinent. A step-by-step plan for teaching behavior analysis in the classroom setting can be found in Goodwin and Coates, 1976.

   Following is an example of how this technique could be used.

   Jeff has just returned to school after a long absence. He feels he is not spending sufficient study time outside class. This is the procedure you would use with him:

   Step 1. Selecting target and defining behavior. The student-selected goal must be observable, countable, and measurable. The student should clearly understand what does and does not constitute an occurrence of the behavior or what behavior should be decreased (deceleration goal) and what behavior should occur instead (acceleration goal). Jeff realizes that he spends too much time watching television or daydreaming (deceleration goal) and not enough time reading textbooks and writing homework assignments (acceleration goal).

Step 2. Assessment. It is nearly impossible to remember how frequently a behavior occurs, because a person notices what he does rather than how often he does it. Therefore, it is necessary for the student to count behavior. There are many possible methods of counting, but notations on a 3x5 card are often recommended. Whatever method the student employs, it should be visible and sufficiently obvious to provide a constant reminder for the student to keep accurate countings of his behavior.

What should be counted?

A. The deceleration or acceleration goal? It is best to count the goal that occurs less often.

B. The frequency or duration of the goal? The student may count the number of times a behavior occurs or the time spent each day performing the behavior.

Help the student select the time of day in which to count. It is more effective to restrict self-observation to those times behavior will occur most often or longest. The student should keep a graph and each day enter frequencies or durations of target behavior.

Jeff decides to use a small notecard that he will carry in his pocket. He will count his acceleration goal (time spent doing homework and general review). Since he often daydreams when he has his books open, he decides to record the number of hours (duration) spent rather than the frequency of study attempts.

Step 3. Strategy Plan and Implementation. After the student has observed his behavior for one week, he should review the data and be helped in setting a realistic change in the frequency or duration of his acceleration goal. Setting unrealistic goals only established conditions for failure, while our purpose is to ensure success.

The student should develop a strategy for change using the assessment information he has collected (a) to rearrange antecedents to increase desired and decrease undesired behaviors and (b) to reinforce his desired behavior and decelerate his undesired behavior. The chart can again be used to record progress toward the goal.

Jeff realizes that he never studies after work but instead chooses to watch television to unwind and relax. He decides his best strategy is to utilize the time he has between classes more effectively and, when studying, to take breaks at intervals to reward himself.

Step 4. Evaluation. After the second week, the student should review his chart to determine whether he has succeeded in reaching his goal and to decide where to go from there.

BEHAVIOR RATE TABULATION CHART

Name__________________________ Pre-Strategy Date__________to____________

Post-Strategy Date__________to____________

Activity____________________________

Time Period__________________________to______________________________

Pre-Strategy

FREQUENCY OF HOURS

Days	S	M	T	W	T	F	S
18							
17							
16							
15							
14							
13							
12							
11							
10							
9							
8							
7							
6							
5							
4							
3							
2							
1							
0							

Post-Strategy

S	M	T	W	T	F	S

Description of behavior being tabulated (check one):

___Acceleration

___Deceleration

____

____

	Pre-Strategy	Post-Strategy
Highest daily frequency		
Lowest daily frequency		
Total frequency		
Average (Divide total number of days)		

4. Another means of on-going assessment of study skills is the Daily Planner. This is an especially valuable tool for those students who feel they lack study skills, personal organization or time reference awareness and have a feeling of "spinning their wheels." At the end of each day, the student records the tasks and assesses the accomplishments of the day. This can be done individually or with a peer or instructor assistance. This method assures that the student thinks through his skills and time organization and that he gives himself credit for the things he does do well. Over a period of time, the Daily Planner will refelct the student's growth in the application of study skills.

5. The literature suggests some methods for student instructor on-going assessment of skills. These include:

    1. Maintenance of a journal of work and leisure activities.

    2. Preparation of a master schedule of daily or weekly planning.

    3. Maintenance of progress charts for skill work in class.

    4. Weekly examination of class notes and textbook underlinings.

Assessment of study skills objectives can take place anytime during the term. Some of the objectives mentioned in the literature as essential parts of the study skills curriculum are a change in the student's behavior in the following areas:

test-taking performance
notetaking
textbook reading
concentration and motivation
time management
dictionary skills
attitude toward school
using alternate sources of information
using the library
reduction of test anxiety

B. Ego Development

Improvement of self concept or ego development of a developmental education student facilitates his adjustment to academic work. Three features of self-concept can be assessed: 1. How well does the student cope with frustration and how does his ability to cope with change during the academic term? 2. How many choices has the student made and how many does he need to make in relation to his major, career, assertiveness, and how does he go about making them? 3. How does the student communicate with others? How skillfully does he relate to peers and instructional staff?

There are formal and informal assessment tools to measure these features of self-concept. Informal assessment can measure these areas:

1. attitudinal changes toward school and learning
2. personality changes
3. social adjustment and interpersonal skills
4. sense of self-control and self-direction
5. identification of career goal and selection of a major
6. problem solving skills.

Informal Assessment

One tool that is frequently mentioned in the literature is informal observation by the instructor or paraprofessional. The observer watches the student's level of comfort and anxiety in different tasks, noting his motivation, perserverance, quality of work and attendance, and discussing these observations with the student. Many of the informal assessments must be done on a one-to-one basis and necessitates the use of the paraprofessional to assist the instructor.

Assessment of changes in these areas may be done by the student and may or may not be monitered by the instructor. With the use of a variety of personality scales such as the Osgood, Tennessee, and Rotter or narrative writing, students can see areas of strengths and weaknesses, likes and dislikes and then plan and progress toward a desired change in a particular area. (A description of the Osgood follows.)

A student can keep a written record of attitudes toward a skill or a feeling about progress at regular intervals. At the end of the term the student can reread his record and see what changes have taken place. The student's persistence toward a goal or the procrastination in task completion can also be monitered by this informal written record.

Another method is a student's journal, written at regular intervals and read at anytime during the academic period in which the student keeps track of his strengths and weaknesses and his assessment of his progress toward changes in behavior or goals and his attitude toward the changes.

The personal interview, sometimes conducted by a counselor and guidance staff member, but most often conducted by the instructor, is another technique listed in the literature for informal assessment. Two factors are important in facilitating the interview and they are expectation clarification and personal contact. The student should know exactly what is expected of him. If the student receives detailed descriptions of steps necessary for a program or unit completion, he will, perhaps for the first time, know he must take action to complete the task, and very importantly, he will know which specific actions are necessary. (Roueche, 1975). This directive technique for assessment is often necessary when first working with the nontraditional student.

Personal contact between instructor and student should be established immediately for a number of reasons. Rapport needs to be established so communication conducive to learning can take place. The student must know that the instructor accepts him as he is now, that he is not inadequate and incapable, merely that undeveloped skills are inhibiting progress toward a goal. Rapport is essential for on-going informal observational assessment. Good rapport facilitiates frequent student-teacher conferences. Conferences throughout the course are necessary for evaluation of work and re-diagnosis and assessment of work.

The interview can begin with a questionnaire that is filled out with pencil, or it can be oral. Two types of questions are usually used.

1. The open-ended question: Direct questions that always include a first-person pronoun.

   Example: "Whenever they ask me to be in charge, I...."

   Projective questions: These are phrased in the third person and are considered a truer measure of the respondent's beliefs.

   Example: "Whenever they ask Mary to be in charge, she...."

2. Close-item questions have fixed alternatives in the form of multiple choice. These tend to be more restrictive and structured, but can be standardized.

The interviewer can also use projective techniques such as story completion, picture interpretation, short essay writing, and anecdotal recall.

An on-going assessment using formal or informal methods is often conducted in the study skills class, but the actual initiation of changes in behavior, attitudes, and interpersonal skills is usually done in an adjacent course or on an individual basis with a guidance counselor. A number of community colleges offer courses such as, "I'm OK, You're OK", Transactional analysis, "Getting to Know Yourself", "Relaxation Development", "Life Planning", "Career Decision Making", "Motivation" as a means of helping the student change his skills levels.

OSGOOD SEMANTIC DIFFERENTIAL SCALES - an example

This suggested scale is a prototype that should be altered to fit the population whose evaluation activity or potency is being determined, i.e., students in math, reading, and writing. It can be designed for individual concepts also.

There are three forms:

My ability in __________ My success in __________ My feeling about __________

One or all three forms are administered at different times during the term.

For example:

My feeling about M A T H is

weak	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	strong
interesting	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	uninteresting
good	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	bad
unimportant	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	unimportant
fun	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	work
successful	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	unsuccessful
positive	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	negative
foolish	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	wise
true	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	false
dull	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	bright
	1	2	3	4	5	6	7	

With the use of the thesaurus, the instructor can find adjectives that are opposite and determine the amount of space (the boxes) between the adjectives on the scale. The scale should not be too long (10 sets of adjectives are normally used), and the adjectives should be selected with the verbal facility of the population in mind. Polarity direction (positive versus negative adjectives) should be random to prevent the formation of a position set. (This also insures that the instrument was read.) The scores can be added up if a total single attitude score is desired.

The disadvantage of the seven point score is that a student can remember where he marked the score on a previous assessment. One way for the student to avoid the feeling he has to show a change is for the instructor to stress that the student is assessing his own attitudes for his own information.

Formal Assessment

The literature refers to a number of tests that are frequently used in study skills classes or by the counseling and guidance staff. These tests are administered to students who are undecided about career choices or who have indefinite plans for a college major or an ambivalent feeling about the merits of a college education.

Tests of interest inventory compare a student's interest in one activity with another. (See example of an interest inventory below.) Interest involves a preference for an activity but not necessarily any commitment to behave in accordance with those preferences. They measure what the student whould like to do, not what he is capable of doing. The two most frequently metioned interest tests are the Kuder General Interest Survey and the Strong Vocational Interest Blank. There are 40 standardized interest inventories listed in Buros. Strong and Kuder are the only ones that have been thoroughly investigated because they have been used for about 40 years.

The Kuder (1969) lists occupations that require formal education as well as those with limited education requirements. The items are divided into broad categories of outdoor, mechanical, scientific, computational, persuasive, artistic, literary, musical, social service, and clerical activities. The test requires reading at the 6th-9th grade level and there are some sex sterotypes for career choices.

The Strong (SVIB) (1969) lists semi-professional and professional career selections. The student chooses among three responses (like, indifferent, dislike) in occupations, school subjects, amusements, hobbies, and different kinds of people.

The General Aptitude Test Battery (GATB) is another frequently mentioned test. This test is used as a specific predictor of basic ability to do a certain job. It is normally given as a complement to an interest inventory. This test needs a 6th grade reading level and contains 5 apparatus tests and 7 paper and pencil tests in the areas of intelligence, verbal, numericals, spacial, clerical perception, motor coordination, finger dexterity and manual dexterity.

Interest Inventories

Interest inventory results may be used to reduce learning difficulties. Administered early in the term they can help the student realize that he needs to pay special attention to a subject or area of study because of a fear or dislike of the subject or area of study. The student and instructor together can discuss the reasons for these feelings and explain a program of study that is non-threatening in these feared areas, or relates the area of study to one that the student enjoys.

An example of an interest inventory follows:

1. A check list of ten items in a subject area.

   "Place a check next to three activities you most enjoy doing or learning about ___M A T H___."

1. division
2. percentiles
3. addition
4. metrics
5. measurement problems
6. subtraction
7. formulas of area and volume
8. word problems
9. multiplication
10. fractions

(Relative strength of interest is indicated when only 3 items are checked)

2. Ranking - The student puts a number rank in front of each of the to items. This type of inventory shows relative interest. Two people who rank an item the same are not necessarily equally interested in that item, however. But this type of inventory gives information for the establishment of peer tutoring, for example.

3. Rating Scales - The student marks each of the ten items along a continum to show feeling about the individual items. SL-L- I- D- SD (strongly like, like, indifferent, dislike, strongly dislike).

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GOAL NUMBER NINE

To offer an internship experience for present and speculative instructors and aides interested in teaching the disadvantaged.

Submitted by: Kristbjorg Eide O'Harra
September 30, 1978

ABSTRACT

A prototype vocabulary program was developed during an internship opportunity provided by the "Model Program for Serving the Educationally Disadvantaged Students" grant. The program consists of a suggested outline for a ten-week developmental vocabulary course for students whose vocabulary is above the seventh grade level but below college entrance level. A complete sample unit details weekly work of both vocabulary student and instructor. Pertinent comments address the problem of pre-testing, post-testing, giving credits and grades, and employing a variety of contact experiences between instructor and student. Also, this project discusses the possibilities of adapting and/or extending the model program to apply directly to vocational students in specific technical fields.

CHEMEKETA COMMUNITY COLLEGE
4000 Lancaster Dr. N.E.
Salem, Oregon 97309

VOCABULARY COURSE DESCRIPTION

Texts: The American Heritage Dictionary (College Size)
Roget's Thesaurus (Paperback)

Course Credit: Variable 1, 2, 3 Hours Credit

Course Description:

This course is designed to help students improve their vocabulary through a greater understanding of the English Language through dictionary study, word analysis, and context clues.

Course Electives:

To develop the student's reading, writing, and speaking vocabulary through:

1. Properly using the dictionary
2. Analyzing words (roots, prefixes, and suffixes)
3. Studying proper pronunciation
4. Discovery word etymologies
5. Analyzing word relationships (synonyms, antonyms, homonyms)

Attendance:

Roll will be kept by a sign-in and sign-out sheet system. Attendance is mandatory for earning credit. Make-up work must be arranged with a tutor during non-class hours.

1.0 COURSE DESCRIPTION

The course description provides general information for the student including texts to be used, credit that may be earned, a statement of content and objectives for the course, and attendance requirements.

1.1 Textbooks.

For this class The American Heritage Dictionary was selected because of its concern with etymology. Along with providing complete definitions, the hardbound college size edition of this book contains articles of interest to vocabulary students. The Roget's Thesaurus is used in depth during the segment of the course entitled "Synonyms and Antonyms." It may be beneficial to the students throughout the course if it is introduced to them at the beginning of the class, however,

1.2 Credit:

The course as it will be offered at Chemeketa Community College will be a variable credit course. A student taking the course for one hour credit completes the first four weeks of the course only. A take-home test on readings is given at this point to mark the end of the four week segment of the class. A student taking the course for two credits must be in attendance for the first seven weeks of the course. A second test is given to mark the end of the seventh week. And a student who desires to earn the maximum three credit hours of vocabulary remains enrolled in the class for an entire ten week session and takes a final test at the conclusion of the term.

The variable credit option also permits students to sign up for one hour credit beginning at the end of the fourth week and ending at the end of the seventh or beginning at the end of the seventh and ending at the end of the tenth. Two hours credit may also be earned by starting at the end of the fourth week and ending at the end of the tenth week. The first four weeks of class and the last three weeks to earn two hours credit. The format of the course allows this kind of flexibility for the student who desires it.

Presently the course is numbered WR 31A, WR 31B, WR 31C. Each number represents one hour credit. A student who enrolls in WR 31A for the first four weeks of one term, may even pick up WR 31B during the fourth to seventh week of the next term and may pick up his third hour credit (WR 31C) the term after that.

The difficulty of this kind of variable credit organization lies mainly in the complexity of explaining to the advisor and the student the expanded number of available options which are unique to this class.

1.3 Course Description and Course Electives:

The course description emphasizes the course's orientation toward language study rather than just learning definitions and expanding reading comprehension. Even though dictionary work is a major time-consuming part of the course and readings are provided weekly for context work, the goal of the class is to arouse the student's interest in and appreciation of the language while providing a self directed experience that will not only enable but encourage the student to continue life-long vocabulary study leading to continued intellectual growth. The benefits of this class should not only be realized at the conclusion of the ten week course, but should continue to be realized for years thereafter. "Course electives" are listed rather than "course objectives" since students have the variable credit options.

1.4 Attendance:

Students are responsible for indicating their own presence daily with a sign in system. Any days that are missed must be made up by spending equivalent time with a vocabulary tutor and checking assigned work for that day with that tutor.

CHEMEKETA COMMUNITY COLLEGE
4000 Lancaster Dr. N.E.
Salem, OR 97309

CREDIT AND GRADING

1 hour credit: Student must attend class and complete work for the first four (4) weeks of the term.

2 hours credit: Student must attend class and complete work for the first seven (7) weeks of the term.

3 hours credit: Student must attend class and complete work for ten (10) weeks.

FOR A GRADE OF:

A. A student must learn 30 words per week (from a fifty-word list) including pronunciation, definition and usage. 80% on weekly tests indicates competency. A student must complete at least 20 vocabulary cards per week using 20 of his 30 words.

B. A student must learn 25 words per week (from a fifty-word list) including pronunciation, definition and usage. 80% on weekly tests indicates competency. A student must complete at least 15 vocabulary cards per week using 15 of his 25 words.

C. A student must learn 20 words per week (from a fifty-word list) including pronunciation, definition and usage. 80% on weekly tests indicates competency. A student must complete at least 10 vocabulary cards per week using 10% of his 20 words.

D. A student must demonstrate an attempt to reach one of the above goals.

F. A student must fail to do any of the above.

NOTE:

A student missing a class period must arrange to make up time and work with a tutor during non-class hours. During finals week any student wishing to improve weekly test grades may re-take weekly tests (up to two per credit hour) in an attempt to raise grade

2.0 CREDIT AND GRADING

A separate information sheet outlining credit and grading is provided for the student since the organization of the class differs from most of their other classes.

2.1 Credit:

The earning of credit was previously detailed in 1.2 of this report. Note also that credit is not received unless student has attended the required class sessions (or made up attendance with a tutor as suggested). Nor is credit received unless all assigned work is completed and turned in. Students' work for the vocabulary classes is corrected for the students' clarification and is returned to the student for his perusal, but no letter grades are placed on the materials. Comments, however, would be appropriate.

2.2 Grading:

The grading system for the vocabulary course resembles a contractual system, though students do not submit written contracts to the instructor. They do decide the grade they want and work toward that goal using concrete guidelines. The grade, which to the author of this project, is of less significance than the credit earned is determined arbitrarily by the number of words mastered weekly. "Mastering" a word however implies that a student has not only learned and retained the dictionary definition of the word, but has demonstrated the ability to use the word in original contexts, and pronounce the word acceptably. Many students who are working for an "A" grade attempt weekly to learn all fifty of the words on the word list rather than limiting themselves to the required 30.

2.3A "Fail-Safe" Policy:

At the end of the term, students who have failed to master the words they set out to learn may make up the indicated number of quizzes to improve their grade (see "NOTE"). This policy recognizes that students have certain times during the term when pressures in their core classes may leave them less time and energy to channel toward developmental classes such as vocabulary. And students are not irrevocably penalized for giving priority to their required classes.

CHEMEKETA COMMUNITY COLLEGE
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VOCABULARY

Class Syllabus — Kris O'Harra, Instructor

Week I	Diagnostic Test; Introduction to Class
Week II	Roots
Week III	Prefixes
Week IV	Suffixes (Parts of Speech) Test Over Readings
Week V	Foreign Words (Etymology)
Week VI	Pronunciation (Phonics and Enunciation)
Week VII	Words Often Confused (Spelling and Context)
Week VIII	Synonyms and Antonyms (Connotation and Denotation) Test Over Readings
Week IX	Blends, Shortenings, Reduplications (Sound and Meaning)
Week X	Words from Ads, Names, and Initials (Slang and Usage) Test Over Readings

3.0 SYLLABUS

The class syllabus lists for the student the kinds of vocabulary subjects that will be covered at specific times during the term.

3.1 Diagnostic Test; Introduction to Class:

The first day of class, students are tested for vocabulary level. Tests that have been used experimentally to date are Word Clues, RFV and Wide Range Vocabulary Tests. Students whose test results indicated vocabulary levels below seventh grade level on the RFV for example, are encouraged sign up for a more elementary vocabulary class offered on campus. Those whose scores indicated mastery above the seventh grade level are given the introduction to the vocabulary class.

3.2 Week II through IV:

The syllabus indicates that during the first three weeks of vocabulary study students work with roots, suffixes, and prefixes. Greek and Latin word parts predominate the material in this section. Word families are discussed and the influence of suffixes in creating different parts of speech is also observed. After the fourth week a student may drop the course and receive one hour credit. Thus a student who may have been advised by his vocational area instructor to learn about roots and affixes to help or facilitate the learning of specialized terminology (for example, medical terminology), may acquire the necessary vocabulary concepts by attending class for the first four weeks only.

3.3 Week V through Week VII:

The second segment of the course is particularly useful to students whose deficiency is in articulating well. The student is first introduced to the awesome foreign influences in the English language. Phonics and enunciation are studied in connection with words that are frequently mispronounced, even by experts. A week of looking at words in our language which are often confused then logically follows. The concepts of homonyms, homographs, homophones and similar sounding words are brought up here. This second segment of the class is of particular interest to students with a bilingual home situation and those who come from family situations where corrections in speech is not emphasized.

3.4 Week VIII through X:

The final three weeks of the class (the third hour of credit) help the students discover some more semantical aspects of language. Concepts that are essential for effective speaking and writing include understanding connotation and denotation, synonyms and antonyms, sounds and their effect on meaning, and appropriateness of varying levels of language from slang to formal. A student who is interested in vocabulary to sharpen his communicative ability may want to take only this segment of the course if he or she already has a solid vocabulary foundation. A student, however, who begins at the beginning of the three hour course with roots and prefixes and continues to work through some of the confusing obstacles in the language during the second part of the course, may find great satisfaction and excitement in discovering the power one inherits as one's vocabulary skills matures to the point of using semantical devices.

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SAMPLE VOCABULARY CARD:

FRONT

cir-cum-lo-cu-tious

sur'kam-lo-kyoo'-sh s

Word broken into syllables

Word written as pronounced

BACK

Circumlocutious: talking in circles

1. His instructions were circumlocutious.
2. Instead of getting directly to the point, she made many circumlocutious remarks.

Brief definition of the word

Word used in two (2) original sentences

4.0 SAMPLE VOCABULARY CARD

On the student handout entitled "Credit and Grading," a student is required to complete a certain number of vocabulary cards per week. These are usually handed in at the end of the week. Students are encouraged to type or write legibly in ink. The definition which the student writes on the back of the card does not have to be a detailed copy of the dictionary definition, but merely a brief summary of the definition as the student interprets it. These cards are checked carefully by professional tutors or the instructor.

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DICTIONARY ENTRIES

1. all main entry words are listed in strict alphabetical order.

2. all entries are set in large, boldface type.

3. compound words are listed alphabetically according to the first word.

4. biographical entries are listed according to family name, and alphabetized, if necessary, by given name: Jackson, Andrew, followed by Jackson, Bruce, and Jackson, Ralph.

5. each variant spelling has its own entry in alphabetical order. If two variant spellings are alphabetically close to one another, they may appear together as a joint boldface entry. Variant spellings alphabetically close to the main-entry spelling and pronounced exactly like it are given at the end of the entry block in small boldface.

   EXAMPLE: par-a-keet...Also, paraquet, paroquet, parrakeet, parroket.

   If the two entries are somewhat removed alphabetically, they are cross-referenced.

6. main entries may be single words, compounds, proper nouns, phrases, abbreviations, prefixes, suffixes, or roots.

7. main entries that are spelled alike but are different in meaning and origin (homographs) are entered separately and marked by super-script number.

   EXAMPLE: canon^1
   canon^2

8. entries are syllabified by means of raised dots. The stressed syllable may be indicated by an accent mark ('), which replaces a syllable dot.

9. foreign entries are usually marked in a way that sets them off from English entries. The entry au naturel may be preceded by a double dagger (‡) or followed by Fr placed in brackets.

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KEY WORDS IN DEFINITIONS

TESTED DEFINITIONS

	Word Defined	Key Word and Definition
1.	hardware	article made from metal
2.	ocean	a great body of water
3.	hoop	a flat band in the form of a circle
4.	list	a series of items
5.	cloth	material made from wool, cotton, silk, etc.
6.	gas	matter not solid or liquid
7.	enterprise	readiness to start projects
8.	tool	an implement used for working
9.	gear	a mechanism for starting or changing motion
10.	vat	a large receptacle
11.	Roman	an inhabitant of Rome
12.	monsieur	French title for a man
13.	label (v.)	to identify, put into a class
14.	learn	to obtain knowledge
15.	invent	to originate or create
16.	Liberty Bell	bell in Independence Hall regarded as a symbol of liberty
17.	flag	specially designed colored cloth that represents a country
18.	masterpiece	a perfect production
19.	astronomy	the study of the stars and planets
20.	mammoth	large extinct kind of elephant
21.	post	timber or metal that serves as support
22.	law	body of rules recognized by a state
23.	reptile	any of a class of cold-blooded animals
24.	dogwood	any of a genus of various trees
25.	buggy	a kind of four-wheeled, horse-drawn vehicle
26.	fern	pteridophytes of the order Filicoles
27.	shoveler	a species of fresh-water ducks
28.	science	knowledge of facts in an orderly system
29.	ampere	unit measuring strength of electric current
30.	sea-island cotton	long-staple variety of cotton
31.	plain	flat area of level land
32.	little (adv.)	in a small degree (little-known writer)
33.	bulk	volume (amount held)

5.0 DICTIONARY ENTRIES AND KEY WORDS IN DEFINITIONS

These handouts are provided to help prepare the student for the extensive dictionary work he/she will encounter in the vocabulary course. The instructor may or may not choose to spend time in class with the students reviewing dictionary materials, depending on the particular make-up of the class that term and time permitting.

SAMPLE UNIT

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Name________________________

Vocabulary, Week 3, Prefixes

Skeleton Outline

I. Prefixes

II. Negative Prefixes

- A. un-
- B. in-
- C. im-
- D. il-
- E. ir-
- F. ig-

III. Other Negative Prefixes: a-, an-

IV. In and Out

- A. in-, im-
- B. ex-, e-

V. Ante- and Anti-

VI. Sub- and Super-

VII. Number Prefixes-

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Week 3, Prefixes Word List — Vocabulary

1.	abhor (away from) abnormal absent abstain	I abhor spinach. You must abhor people who act like that.
2.	adhere (to, toward) adjoin adorn advocate	I will adhere to my promise. The stamp should adhere to the envelope.
3.	adamant (not, without) aton amnesia	He was adamant in his stand against crime. She was adamant as she expressed her point of view.
4.	antediluvian (before) anteroom anterior	The little old lady owned an antediluvian grandfather's clock. My grandfather has some antediluvian ideas.
5.	antitrust (against) antifreeze antisocial antiaircraft	An antitrust suit was filed against the large corporation. Antitrust laws help protect us from monopolies.
6.	autonomous (self) automobile automatic autograph	The new government became autonomous after the revolution. My boss acts as an autonomous individual.
7.	bipartisan (two) bilingual bicycle bicentennial	The committee was bipartisan The bipartisan group discussed the issue.
8.	centenarian (hundred) century cent centimeter	The centenarian was 105 years old. On January 4 my husband will become a centenarian.

Week 3, Prefixes Word List
Page 2

9.	collate (together, with) collect collapse college collaborate	Let us collate the material to find out exactly where the problem lies. The clerks will collate the pages of the booklet.
10	commiserate (together with) combine common company	My friends will commiserate over my bad luck. She will commiserate my misfortune.
11.	contraband (against) contrary contradict contrast	They found some contraband in the prison. The contraband goods were taken into custody.
12	countermand (against) counterfeit counterattack	The captain will countermand his original order. Did he countermand what I said?
13.	deflect (away) decay defrost	I watched him deflect the ball off his elbow. I can deflect this light by using a mirror.
14.	defunct (down) defeat decline	That idea became defunct. The company that went out of business was defunct.
15.	elicit (out) emit eject erupt	Did he elicit an answer from you? No, he did not elicit any response.
16.	eulogy (good) euponious	The eulogy made him sound like a wonderful person. The pastor read the eulogy at the funeral.
17.	extricate (out) exit exhale export	I will extricate the animal from the trap. I cannot extricate myself from this tangled mess.

Week 3, Prefixes Word List
Page 3

18.	hyperbole (over, beyond) hyperactive hypertension	He expressed himself by using the hyperbole. The hyperbole he used was, "I've done that a million times!"
19	imperturbable (not) impolite improper imperfect	The sleeping man was imperturbable. Her easy-going nature made her imperturbable.
20.	illicit (not) illegal illogical illiterate	There were illicit activities in that part of town. Illicit drugs were sold there.
21.	disconcert (not) dishonest disobey disassembled	Will this noise disconcert her? Nothing will disconcert that woman.
22.	magnitude (great, large) magnify magnificent	The magnitude of the ocean was overwhelming. The magnitude of the star is decreasing.
23.	malefactor (bad) malfunction malice malpractice	The malefactor was in prison. Ever since he hurt her, I think of him as a malefactor.
24.	monogamy (one) monorail monocle	In the United States monogamy is a common practice. Men with many wives do not practice monogamy.
25.	neophyte (new)	The neophyte fell down everytime he tried to ski down the hill. Because she is a newphyte, we cannot expect her to work very fast.
26.	omniscient (all)	God is omniscient. The omniscient father shows much understanding.
27.	permeate (through) permit perfume perforate	The gas will permeate that thin wall. The feeling may permeate the crowd.

28.	polyglot (many) polygon polyester Polynesian	The polyglot could easily change from one language to another. My French teacher is a polyglot.
29.	posterity (after) postpone postdate	I will leave all my belongings to posterity. My writings will be here for posterity.
30.	prefatory (before) predict prefab precede	Please read the prefatory remarks in the preface of the book. Before the guest speaker stood up, the Master of Ceremonies made some prefatory comments.
31.	proboscis (in front) program prophet	The elephant uses his proboscis to feed himself. He also used the proboscis to bathe himself.
32.	prototype (first) protozoa protocol	The Wright Brothers' plane was the prototype of many modern airplanes. His book was the prototype for all biographies.
33.	pseudonym (false) pseudointellectual	The famous author used a pseudonym to keep his real name secret.
34.	remit (back) repay return	Please remit the money by tomorrow. The governor will remit the penalty.
35.	retrospect (back) retroactive	In retrospect, I think I made a wise decision. I sometimes think of that event in retrospect.
36.	subterfuge (under) submarine subteen submit	He used subterfuge to make me do this. I can convince him by subterfuge.
37.	superfluous (over) superman superb superior	Look at all this superfluous food! Did you use up that superfluous pile of paper?

38.	synopsis (together, with) synchronized synonym syndicated synthesis	I wuickly read the synopsis of the book. Please write a brief synopsis of that long report.
39.	transvestite (cross, over) transfer transmit translate	The transvestite was happier being a woman instead of a man.
40.	nefarious (not) never negative	the witch was a nefarious creature. The criminal committed a nefarious act.
41.	impale (into) implant immigrate immerse	She can impale the note on the nail. The sword will impale his body because it is very sharp.
42.	myriad (10,000)	A myriad of grasshoppers covered the field. I saw a myriad of colors in the oily pool.
43.	heterogeneous (different) heterosexual	There was a heterogeneous collection of things. Their different backgrounds made the group a heterogeneous one.
44.	homogeneous (same) homosexual homonym	The good friends were a homogeneous group. The mixture was very homogeneous.
45.	effulgent (out of) effort efficient effervescent	The diamond gave off an effulgent glow. In the dark the fire seemed effulgent.
46.	ambivalent (both, around) ambidextrous ambiguous	He always seems so ambivalent. This problem makes me feel ambivalent.
47.	incontrovertible (not) (against) controversy contrary	This issue is incontrovertible. His ideas are always incontrovertible.

48.	quintessence (five) quintuplets quintet	That was the quintessence of good taste.
49.	sesquipedaliam (one and a half) sesquicentennial	He tended to use sesquipediliam language. His sesquipedilian words confused me.
50.	proselyte (toward) prosody	He was a proselyte to that belief. One proselyte in the temple looked very uncomfortable.

Week III, Handout
Master List of Number-Prefixed Words

Mono-(one)

monandry
monarch
monastery
monastic
monaural
monk
monocellular
monocentric
monocephalous
monochloride
monochromatic
monocle
monocline
monocotyledon
monocracy
monocular
monocycle
monody
monogamy
monogeny

monogram
monograph
monogyny
monolingual
monolith
monolog
monologist
monomania
monometallic
monometer
monomial
monomineral
monomorphic
mononuclear
mononucleosis
monoparental
monophobia
monophonic
monophthong
monoplane
monopoly
monopropellant
monorail
monosyllable
monotheism
monotone
monotonous
monotype
monovular
monoxide

Uni-(one)

uniaxial
unicameral
unicellular
unicentric
unicolor
unicorn
unicuspid
unicycle
unification
uniflorous
unifoliate
uniform
unify
unilateral
unilinear
unilingual
unimanual
unimolecular
union
unioval
uniparental
uniparous
uniped
unipod
unipolar
unique
unisexual
unison
unit
Unitarian
unitary
unite
unitization
unity
univalve
universal
universe
university

Bi-(two)

biangular
biannual
biaxial
bicameral
bicellular
bicentenary
bicentennial
biceps
bicolor
biconcave
biconvex
bicorn
bicuspid
bicycle
bidimensional
biennial
biennium
bifacial
bifocal
bifoliate
biforked
biform
bifurcate
bigamy
bilabial
bilateral
bilinear
bilingual
billion
bimanual
bimester
bimetallic
bimillennium
bimolecular
bimonthly
binary
binaural
binocular
binomial
binuclear
biovular
biparasitic
biparental
biparous
bipartisan
bipartite
biped
biphonemic
biplane
bipod
bipolar
biquarterly
biracial
bireme
bisect
biserrate
bisexual
bitheism
bivalent
bivalve
biventral
biweekly
biyearly
bizonal

Di-(two)

diambic
dichotomy
dichromatic
digram
digraph
dihedral
dilemma
dimeter
dimorphic
diode
dioxide
diphthong
diploma
diplomacy
diptych
disyllable
dyad

Duo-, Dua-(two)

dual
dualism
duotone
duotype
duality
duarchy
duplex
duplexity
duet
duo
duplicate
duplicator
duologue
duopoly
duplicity
duumvirate

Tri-(three)

triad
triangle
triannual
triarchy
triaxial
triceps
trichotomy
trichromatic
tricipital
tri-city
tricolor
tricorn
tricuspid
tricycle
trident
tridimensional
triennial
triennium
trifocal
trifoliate
triform
trifurcate
trigamy
trigon
trigonal
trigonometry
trigraph
trilateral
trilingual
trillion
trilogy
trimester
trimeter
trimolecular
trimonthly
trimotor
trinity
trinomial
trinuclear
trio
tripartisan
tripartite
tripetalous
triphibian
triphthong
triple
triplet
triplex
triplicate
triply
tripod
tripolar
triptych
trireme
trisect
triskaidekaphobia
trisyllable
tritheism
triumvir
triumvirate
trivalve
trivet
trivia
trivial
triweekly
trizonal

Quad-, Quat-, Quart-(four, fourth)

quadragenarian
quadragesima
quadrangle
quadrant
quadratic
quadrennial
quadrennium
quadricentennial
quadriceps
quadricycle
quadriform
quadrilateral
quadrilingual
quadrille
quadrillion
quadrivium
quadrumvirate
quadruped
quadruple
quadruplicate
quart
quarter
quarterback
quarterly
quartersaw
quartet
quarto
quatercentenary
quatrain
quatrefoil

Tetra-, Tetr-(four)

tetrachromatic
tetragonal
tetragram
tetragraph
tetrahedron
tetralogy
tetrameter
tetramorphic
tetranuclear
tetrapod
tetrapolar
tetrapterous
tetrarchy
tetratheism
tetraxial

Quinque-, Quinqu-, Quint-(five)

quinary
quinate
quincentennial
quinquagenarian
quinquagesima
quinquefoliate
quinquennial
quintessence
quintet
quintillion
quintuple
quintuplet
quintuplicate

Penta-, Pent-(five)

pentacle
pentagon
pentahedral
pentalogy
pentarchy
pentasyllable
pentatomic
pentatonic

Sex-(six)

sexagenarian
sexagesima
sexagonal
sexangular
sexcentenary
sexennial
sextain
sextant
sextet
sextile
sextillion
sextuple
sextuplet
sextuplicate

Hexa-, Hex-(six)

hexagon
hexagram
hexahedron
hexameter
hexapod
hexasyllable
hexatomic
hexoxide

Sept-(seven)

September
septemvirate
septennial
septennium
septet
septicentennial
septillion
septisyllable
septuagenarian
septuagesima
septuple
septuplet
septuplicate

Hepta-, Hept-(seven)

heptad
heptagon
heptameter
heptarchy
heptasyllable
heptatomic
heptatonic

Octa-, Octo-(eight)

octachord
octad
octagon
octahedron
octameter
octane
octangular
octant
octarchy
octave
octavo
octennial
octet
October
octodont
octofoil
octogenarian
octopod
octopus
octoroon
octosyllable
octuple
octuplet
octuplicate

Novem-, Non-(nine)

nonagon
nonagenarian
nonagesimal
nones
November
novena
novenary

Dec-, Deca-(ten)

decade
decagon
decagram
decahedron
decaliter
Decameron
decamerous
decameter
decapod
decasyllable
decathlon
December
decennary
decennial
decennium
decibel
decigram
decimal
decimate
decuplet

Cent-, Centi-(hundred)

cent
centenarian
centenary
centennial
centesimo
centigrade
centigram
centillion
centime
centimeter
centipede
centumvir
centuplicate
centurial
centurion
century

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PREFIX MEANINGS

Vocabulary, Week 3

NAME ______________________________

Prefixes are added to words to change their meaning.
These are from the Latin language.

1.	pre	- before:	preshrunk, prescribe, precaution, precede
2.	per	- through:	perfume, perhaps, perform
3.	ab	- away from:	abnormal, absent, absorb
4.	ad	- add to:	advance, admit, addition
5.	ante	- before:	antedote, anterior, antecedent
6.	anti	- against:	antifreeze, antitoxin, anticlimax
7.	circum	- around:	circumference, circumstance
8.	con	- with:	convention, congest, concert, confide
9.	de	- down from:	depart, demote, deform, descend
10.	dis	- apart:	dismiss, disobey, disagree, disconnect
11.	ex	- out:	except, explode, export
12.	in	- in:	inject, invade, inside, income
13.	inter	- between among:	interview, interrupt
14.	intra	- within:	intramural, intrastate
15.	mis	- wrong:	mistake, misplace, mislead
16	post	- after:	postgraduate, postpone, postscript
17.	pro	- forward or before:	proceed, propel, prologue, project
18.	re	- again or back:	retrace, report, remind, repeat
19.	sub	- under, below:	submerge, subdue, subscribe
20.	super	- above:	superimpose, superintendent, supernatural
21.	trans	- across or beyond:	transportation, transmit, transit
22.	un	- not:	unhappy, uneven, unholy
23.	bi	- 2 :	bicycle, biceps
24.	tri	- 3 :	tricycle, triangle, tinity
25.	quad	- 4 :	quadrangle, quadruplets
26.	uni	- one:	uniform, unilateral

Using the prefix meanings on page 1, form new words for the following meanings.
Example: shrunk before --- preshrunk

____________ 1. Caution before

____________ 2. Away from or opposite of normal

____________ 3. One from

____________ 4. Four angles

____________ 5. Cycle with two wheels

____________ 6. Above or beyond natural

____________ 7. Meditate before acting

____________ 8. Conceive or formulate before (knowing the facts)

____________ 9. Act between or among

____________ 10. Toxin or medicine used against disease

____________ 11. Room in front of the main rooms

____________ 12. Travel or commerce between states

____________ 13. Port or carry something across a distance

____________ 14. Cycle with one wheel

____________ 15. Star who is greater or above other stars

____________ 16. Lead person wrong

____________ 17. Trace again

____________ 18. Through chance

____________ 19. Connect apart (take apart)

____________ 20. What you port or carry out of a country

____________ 21. Place in the wrong place

____________ 22. Work you take after you graduate

____________ 23. Not happy

____________ 24. Three angles

____________ 25. Not even

____________ 26. Relating between or among people

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Vocabulary, Week 3 NAME ______________________________

PREFIXES

Match each word with its meaning. You may wish to keep in mind the following prefixes:

ante means before
mono means one
poly means many
post means after
pre means before
stereo means many sided
sub means under
super means over or above
tri means three
uni means one

MATCHING

	MEANINGS	WORDS
1.	a feeling beforehand	_____ stereoscopy
2.	occurring after death	_____ prenatal
3.	to watch over, direct	_____ subterranean
4.	before birth	_____ monotheism
5.	seeing of objects in many dimensions	_____ premonition
6.	repetition of one thing or sound; wearisome sameness	_____ unicorn
7.	under the earth's surface	_____ trillingual
8.	belief in one god	_____ monotomy
9.	speaking three languages	_____ posthumous
10.	horse-like animal with one horn	_____ supervise

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Vocabulary, Week 3 NAME ______________________

BUILDING WORDS

1.	bi (two) gam (marriage) y	bigamy	two marriages at one time
	mono (one) gam (marriage) y		
2.	poly (many) gam (marriage) y		
	poly (many) andr (husband) y		
3.	ego (I, self) mania (madness)		
	ego (I, self) centric (center)		
4.	psych (mind) o logy (study of)		
	bio (life) logy (study of)		
5.	anthropo (man) logy (study of)		
	geo (earth) logy (study of)		
6.	trans (across) mit (send)		
	bio (life) log (study of) ical (related to)		
7.	auto (self) graph (write)		
	tele (far) visa (see)		
8.	octa (eight) gon (angle, corner)		
	penta (five) gon (angle, corner)		
9.	poly (many) gon (angle, corner)		
	quadr (four) angle		
10.	tri (three) angle		
	rect (right) angle		

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Vocabulary Quiz, Week III NAME ______________________________

PREFIXES

FILL-IN:

1. When John said, "I have a million things to do," he spoke using a __________
2. When a man has only one wife, this is called __________________.
3. Don't you dare __________________ my orders!
4. The style of her grandmother's dress was positively __________________.
5. I __________________ people who tell lies.
6. The attorney tried to __________________ answers from the witness.
7. Loud rock music will __________________ anyone trying to study.
8. Basically, our government uses a __________________ system.
9. Please __________________ the pages into booklet form.
10. The __________________ of the universe is beyond comprehension.
11. As a new learner, you may be called a __________________.
12. Hibernating creatures are __________________.
13. We all __________________ with the recent widow Brown.
14. The pastor delivered a moving __________________ at Mr. Brown's funeral.
15. The Vice Squad deals with __________________ activities.
16. The Roman Empire has been __________________ for many years.
17. __________________ laws help to protect us from monopolies.
18. The devil is a well-known __________________.
19. The teacher was __________________ about class attendance.
20. The cow tried to __________________ her foot from the mud.
21. Bill Walton will __________________ Dr. J's hook shot.
22. The smugglers threw the __________________ overboard when they saw the Coast Guard.
23. Since Uncle Bill is 100 years old, he is now a __________________.
24. He will __________________ to the principles of democracy.
25. The Vatican, although in Italy, is self-governing and therefore __________________

Vocabulary Quiz
Page 2

DEFINITIONS:

1. ______________________________ a convert or disciple
2. ______________________________ all-knowing
3. ______________________________ more than enough, extra
4. ______________________________ given to using long words; overlong
5. ______________________________ to pass through; penetrate
6. ______________________________ one who wears clothing of opposite sex
7. ______________________________ the (most) perfect example
8. ______________________________ false name; pen name
9. ______________________________ succeeding or future generations
10. ______________________________ of the same kind; identical
11. ______________________________ wicked; vile
12. ______________________________ undeniable; incontestable
13. ______________________________ one who speaks many languages
14. ______________________________ brief summary; outline
15. ______________________________ uncertain; undecided
16. ______________________________ pierce through; stab
17. ______________________________ introductory; preliminary
18. ______________________________ pattern; model
19. ______________________________ trickery; deception
20. ______________________________ radiant; brilliant
21. ______________________________ send back; pay back; settle (up)
22. ______________________________ different in kind; unlike
23. ______________________________ trunk, snout, or beak
24. ______________________________ 10,000; a very great number
25. ______________________________ looking back at times and events past

6.0 SAMPLE UNIT

This is a sample of one of the nine vocabulary units that comprise the three credit course. The unit is "Week 3: Prefixes."

6.1 Skeleton Outline:

Each Monday (or the first hour of the week that the class meets), students are given skeleton outlines on which they record notes from the lecture given by the instructor on Monday. During the lecture, the instructor may present an introduction to the concept using varied examples and refer to the skeleton outline to help students follow the material more easily.

6.2 Word List:

At the conclusion of Monday's lecture the word list for the weekly unit is given to the students. The word list is organized in a manner that elucidates the concept studied during that week. For example, the "prefix" word list lists the word and notes the prefix by underlining. A brief definition of the prefix follows in parentheses. And, in order to aid the students' memory, other more familiar words containing the same prefix are also given. Thus the student has something familiar with which to associate the new word. Beside each word on the word list, two sentences demonstrate how the word may be correctly used in a sentence. This is a very important feature of the word list since a common complaint of vocabulary teachers seems to be that students have a difficult time using new words correctly. They have a tendency particularly to use words as the wrong part of speech. Since this is a vocabulary class, and not a grammar class and since students (all native speakers) learn how to use new words by hearing them in patterns and imitating those patterns rather than by consciously noting the part of speech of a word and then using it correctly, patterns are provided that students may initate. After reading two simple sentences using an unfamiliar word correctly, it is quite easy for a native speaker particularly to make up an additional sentence or two using the word as it should be used.

Each week the word list is comprised of 50 words that illustrate the vocabulary concept studied that week. Depending on the letter grade a student is working towards (see "Grading and Credit"), a student chooses to learn and make vocabulary cards for a specific number of these words. The words are not intentionally alphabetized in the list, nor are they listed in order of difficulty. Therefore, a student must carefully peruse the entire list before deciding which words he will select to master that week.

After the word list is passed out to each student, the instructor reads the words aloud as the students repeat in unison. Thus the pronunciation is given to the students as well as the written word. Students are shy about this procedure at first, but soon become accustomed to responding orally. For students who feel that they need additional oral practice and are not yet confident of their own ability to read pronunciation keys, an audio-tape recording of the weekly word list is available in Chemeketa's Center for Student Development. Students may check this out and listen to it at their leisure.

6.3 Handout:

With each unit, handouts supplement the word list. Such handouts reinforce the learning of the week's vocabulary concept (in this case prefixes). Students are not required to learn all these words, but the handouts provide additional words in case a student should desire to learn additional vocabulary.

6.4 Worksheets ("Prefix Meanings," "Prefixes," "Building Words"):

Worksheets are given to students the second hourly meeting of the week. Students are urged to work on these together with other students in pairs or groups and share answers and ideas. Ideally a tutor is available in addition to the teacher on such days. The second meeting of the week may be a noisy one where much verbal interaction takes place. Again the words on the worksheets may or may not be the same as the words on the week's wordlist. But the underlying vocabulary concept will be in keeping with the aspect of vocabulary being studied that week.

6.5 Quiz:

At the third hourly meeting of each week the students are quizzed on the vocabulary they have acquired during the week. Since each student chooses 30 or fewer words from a list of fifty, every student may have learned a slightly different combination of words for the week. In order to test these student's lists fairly and efficiently, each student is given the same test of the week's fifty words, but each student is asked to fill in the answers that apply to the words he/she has chosen to learn that week. In preparation for taking the quiz, the vocabulary student prepares and brings to class a handwritten list of his/her own thirty words (for example) for the week. He/she then refers to this list of thirty words when filling in the answers on the vocabulary test. A student with thirty answers filled in will be given a perfect score if every one is correct, otherwise, errors will be subtracted from the thirty attempted rather than the total of fifty that appear on the test. In this situation spelling counts. A misspelled word is an error. Such a requirement merely encourages a student to copy correctly. While students are quietly working on their quizzes, the instructor and an available tutor may interrupt each student individually, asking the student to read his/her list quietly, but aloud, thereby checking the student's pronunciation. An "okay" may be marked at the top of the test to indicate that the pronunciation is acceptable. If the pronunciation is unacceptable, the student is advised to check out the week taped word list and practice his/her pronunciation until he/she can have it approved by a tutor. The tutor, then, reports the results to the instructor. On the written quiz a student must achieve a score of 80 percent of the attempted word or higher. Otherwise, the grade is lowered or the quiz may be retaken. (See note on the bottom of credit and grading handout.)

6.6 Reading:

Each week a reading selection is handed out to students. Such reading selections may come from classroom sets of vocabulary, reading books, magazines, etc. The instructor, however, chooses a selection that involves the vocabulary concept for that week and at the same time allows the student to experience many of his/her new words in context. Three times during the term students are tested on their comprehension of the material in these articles. These tests mark the completion of each of the three credit hours. Tests on such material may be take-home tests.

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